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ABSTRACT

In 2000, the Finance Project received a planning grant to launch a new initiative on financing professional development in education. This report represents efforts to identify and develop a database on promising new approaches to professional development in education, profiling 16 initiatives recommended by knowledge experts and representing a variety of types. Information was collected via telephone interviews with program leaders and review of selected program documents. For each initiative, the report includes the following programmatic and fiscal information: purpose and goals of the initiative, including alignment with district or school level reform efforts; the auspices, sponsors, and partners associated with the initiative and their respective roles; program design and structure, including professional development activities and their scope; history and development, including why and how the initiative was undertaken and how it has evolved; issues of costs, resources, and financing; results associated with the initiative, how they are measured, what they show, and how they are used; plans for sustaining, scaling up, and replicating the initiative and fiscal and other implications of doing so; and lessons learned. The full interview and data collection protocol is appended. (SM)

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PROFILES OF SELECTED PROMISING PROFESSIONAL DEVELOPMENT INITIATIVES

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The FINANCE PROJECT

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PROFILES OF

SELECTED PROMISING PROFESSIONAL

DEVELOPMENT INITIATIVES

June 2001

By
Carol Cohen
Peter Gerber
Claire Handley
Robert Kronley
Megan Parry

Prepared for
THE FINANCE PROJECT
1401 New York Ave., NW, Suite 800
Washington, DC 20005
(202) 587-1000
Fax (202) 628-1293
www.financeproject.org

ABOUT THE AUTHORS

Carol Cohen is Deputy Director at The Finance Project. Peter Gerber is Partner with EdDesigns Group. Robert Kronley is President of Kronley & Associates; Claire Handley is Senior Associate there. Megan Parry is an Intern with The Finance Project.

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PREFACE

Professional development – including both pre-service and in-service training – is a critical component of the nation's effort to improve schools and student achievement. Key to ensuring that teachers, principals, and other educators have the knowledge and skills they need to meet the challenges of today's classrooms is ensuring that they have access to sustained, intensive professional development. Financing directly affects what professional development takes place, how it is made available, who participates, who pays, and what impacts it has. Thus, improving professional development in education will depend on better information about what various models of professional development cost, how cost-effective those investments are, what resources are available to finance professional development, and how financing strategies can help achieve education reform goals. It will also depend on an assessment of whether efforts to improve professional development could be enhanced by changing the ways in which it is financed.

To begin to address these issues, in April 2000 The Finance Project received a planning grant from the Ford Foundation to launch a new initiative on financing professional development in education. The Finance Project is a nonprofit policy research and technical assistance organization whose mission is to support decision making that produces and sustains good results for children, families, and communities by developing and disseminating information, knowledge, tools, and technical assistance for improved policies, programs, and financing strategies. Through research and development of tools and materials, The Finance Project continues to build its extensive body of knowledge and resources on how financing arrangements affect the quality and accessibility of education as well as other supports and services for children, families, and communities. The Finance Project also brokers information on financing issues and strategies to a broad array of audiences, and provides technical assistance to "reform ready" states and communities engaged in efforts to align their financing systems with their policy and program reform agendas.

The purposes of The Finance Project's Collaborative Research and Development Initiative on Financing Professional Development in Education are to:

- Create a better understanding of how much is spent on professional development in education and what those expenditures purchase
- Delineate how financing affects the quality and accessibility of professional development and the costs, cost burden, and cost-benefit of alternative approaches to the preparation and training of educators
- Develop new policy tools to help design and implement improved financing for professional development that is aligned with education reform strategies
- Develop a technical assistance capability to share information about financing issues and strategies and make technical resources available to state and local policy makers

and school officials who are engaged in efforts to reform financing for professional development.

During the planning phase of the initiative, The Finance Project began to identify and research critical issues in the financing of professional development in education by consulting with a wide array of relevant professional organizations, education researchers, advocates for teachers, principals, and other educators, higher education leaders, education reformers and professional development experts. Based on the input of these education leaders and with the oversight of an Advisory Group comprised of a diverse set of nationally-recognized education leaders, The Finance Project prepared the following series of products that lay the groundwork for further research, development, and technical assistance:

- *Profiles of Selected Promising Professional Development Initiatives,* which provides a base of program and financing information on 16 professional development reform efforts
- *Framing the Field: Professional Development in Context,* which examines what is known about effective professional development from both research and the profiles developed under this project
- *Cost Framework for Teacher Preparation and Professional Development,* which lays out a comprehensive framework for understanding the types and levels of resources involved in both pre-service and in-service professional development
- *Issues and Challenges in Financing Professional Development in Education,* which contrasts the financing strategies and challenges of new professional development initiatives with those embedded in traditional programs
- *Catalog and Guide to Federal Funding Sources for Professional Development in Education,* which identifies and analyzes 96 federal programs that can be used to fund professional development in education.

Each of these products adds to The Finance Project's working paper series on issues, options, and strategies for improving the financing of education, family and children's services, and community development. Each reflects the views and interpretations of its author or authors, and may lead to further exploration or refinement over time. Together, these products highlight the changing conceptualization of effective professional development in education and the array of promising new approaches that are emerging. They also significantly contribute to an understanding of the salient issues in financing professional development—including cost, available resources, and strategies for matching resources with education goals. Finally, they point to multiple directions for further research, development, and technical assistance to help build the capacity needed to advance effective reforms.

This volume, *Profiles of Selected Promising Professional Development Initiatives*, represents an initial effort to identify and develop a data base on promising new approaches to professional development in education. Sixteen initiatives recommended by knowledgeable experts and representing a variety of types are profiled in this volume. The profiles, in addition to serving as a vehicle for sharing information about specific initiatives, form a base of information that was used in other work under this project to analyze factors contributing to effective professional development and financing issues and challenges facing professional development initiatives. The profiles were researched and prepared by The Finance Project staff members Carol Cohen and Megan Parry and consultants Peter Gerber as well as Robert Kronley and Claire Handley of Kronley & Associates. Carol Cohen served as project manager. The Finance Project is grateful to each of these individuals, as well as to the initiative leaders who generously provided their time and information on their initiatives, for their contributions to the development of this volume.

Cheryl D. Hayes
Executive Director

INTRODUCTION

Across the country, an array of new professional development initiatives for teachers and other educators are being developed and implemented. These initiatives reflect the increasing importance that is being paid to professional development as a means to improve schools and raise student achievement. Many also grow out of new thinking about how to better support and enhance the capabilities of educators in ways that are relevant to their needs and to schools' educational goals.

Professional development initiatives can have a wide variety of purposes and take a wide range of forms. They may be sponsored under public or private auspices, including states, universities, schools and schools districts, for-profit or non-profit organizations, and partnerships among these entities. They may be aimed at different groups of educators, such as teachers, principals, or superintendents, and at various points in their careers, including pre-service, induction, and in-service stages. They may be part of larger initiatives, such as comprehensive school reform models, or they may be focused specifically on professional development. And they may encompass a variety of programs, activities, strategies, and approaches in their design and implementation.

As part of the planning work for the Collaborative Research and Development Initiative on Financing Professional Development in Education, The Finance Project undertook a scan of promising professional development initiatives. The purpose of the scan is to begin to build a base of information on successful professional development approaches and their financing that can be used to help decision makers move toward improved programs and policies. The scan is intended to highlight the financial and other conditions that contribute to success, and factors that are key to creating and sustaining those conditions. This work can then contribute to a better understanding of the potential of various models that policy makers, administrators, and practitioners might consider for replication or adaptation to other sites, and the conditions and factors important for their success.

The scan was designed, in the first year, to identify and collect information on 15-20 diverse professional development initiatives that are regarded as particularly promising, especially with respect to achieving desired results including improving student outcomes. The initiatives were selected by surveying over 75 knowledgeable individuals including educators, policy makers, researchers, program providers, advocates, foundation officials, and others. They were asked to identify those initiatives they thought were particularly important to study in the first year, given a starting list of initiatives and four suggested criteria adapted from related work[1]:

- The professional development initiative is committed to and aligned with an articulated educational reform effort

[1] Kronley, Robert A., "Memorandum to Readers of *From Frontier to Field:* Principles and Questions for Discussion, September 6, 2000" (sponsored by the Wallace-Reader's Digest Funds), presented at the National Conference on Educational Leadership at Teachers College, Columbia University, September 14-15, 2000.

- The professional development initiative is designed to develop specific skills or capacities to carry out the desired reforms
- The professional development initiative is aligned with theories of adult learning
- The professional development initiative is designed with defined outcomes that can be measured.

The initiatives chosen for inclusion in the first year of the scan were those suggested by multiple respondents and were selected to yield a diverse set of policy and program initiatives.

For each of the initiatives selected, The Finance Project sought to capture the following programmatic and fiscal information:

- The **purpose and goals** of the initiative, including its alignment with district or school level reform efforts;
- The **auspices, sponsors, and partners** associated with the initiative and their respective roles;
- The **program design and structure**, including the professional development activities and their scope;
- **History and development** of the initiative, including why and how it was undertaken and how it has evolved;
- Issues of **costs, resources, and financing**, including sources and amounts of funding, how costs are measured and tracked, and who has financial decision making responsibility;
- **Results** associated with the initiative, how they are measured, what they show, and how they are used;
- Plans for **sustaining, scaling up, and replicating** the initiative and the fiscal and other implications of doing so; and
- **Lessons learned**, including programmatic and fiscal challenges the initiative has encountered as well as ideas or strategies for success.

This information was collected by The Finance Project staff and consultants through telephone interviews with program leaders and review of selected program documents. The full interview and data collection protocol is shown in Appendix A.

From the information collected, profiles of 16 initiatives were developed and are included here. Each uses a common format organized around the areas of data collection

outlined above. Those interviewed were given the opportunity to review the draft profiles to ensure their accuracy.

By presenting key information in a consistent and easily understandable format, the profiles serve as a vehicle for sharing learnings about specific promising professional development initiatives. The profiles can be helpful to those looking for ideas and examples that may be relevant to the needs and circumstances of their particular community and that allow them to build on the experience of others. The profiles also form a base of information that can contribute to an understanding of successful approaches to professional development in education. Two other products prepared by The Finance Project in the first year of the Collaborative Initiative on Financing Professional Development in Education draw on the profiles for this purpose. *Framing the Field: Professional Development in Context* analyzes the information developed through the profiles, as well as the relevant literature, to highlight key elements that contribute to or hinder success among professional development initiatives. *Issues and Challenges in Financing Professional Development in Education* also uses the profiles to develop a typology of professional development initiatives and to analyze the financing challenges and strategies associated with each type. In these ways, The Finance Project hopes to make the results of this scan and subsequent efforts to explore promising professional development approaches helpful to policy makers and program leaders seeking to improve professional development in education.

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AURORA PUBLIC SCHOOLS

Purpose and Goals

In support of the district mission "to develop life long learners who value themselves, contribute to their community and succeed in a changing world", Aurora Public Schools has adopted content standards and learner outcomes. Student achievement of these standards and outcomes are measured by district- and teacher-designed performance-based assessments as well as standardized tests. Current professional development initiatives are organized district-wide and are designed to provide job-embedded support and learning opportunities to teachers and school communities in their efforts to improve student achievement of the content standards and learner outcomes.

Auspices, Sponsors, and Partners

The Staff Development Department and all other departments, including Diversity, Instructional Services, and Leadership Development, have an allotment for staff development. Each department makes decisions about funding professional development activities, which most often entail courses that are site-based and utilize a teachers-teaching-teachers model, are approved based on their alignment with the content standards and learner outcomes. The Staff Development Department coordinates the courses that are offered to ensure their alignment to standards and their high quality.

Program Design and Structure

Professional development initiatives in Aurora to support the district mission, content and learner standards include:

- **Mentoring**. Aurora has developed an extensive mentoring program through which all new teachers must pass. Mentoring for new teachers is mandated by state law though no additional funding is provided. The district has trained 275 teachers to be mentors and over 150 teachers have received additional training in cognitive coaching or reflection training. Mentors are required to meet with their protégé for a minimum of 15 hours up to 30 over the school year, maintain a log, and record six or more reflections on their work. Mentors receive a stipend on a sliding scale based on their level of training and the number of hours spent working with their protégé. In support of the mentors, the district has designated 25 district resource teachers (DRT) who have been trained as a mentor and receive a stipend to coordinate 13-15 "induction teams." These teams must meet 3 times per year formally (perhaps more often informally) to support and guide the induction of the protégé and consist of the mentor, the protégé, the principal, and a DRT.

- **Coaches**. Several elementary schools have become part of the Literacy Learning Network, a model the district has purchased, which trains some teachers at each school in instructional practices and student observation techniques that involve on-going record-keeping of student progress, who then become coaches. The coaches

are released from their classrooms each day for a half- to full day to assist other teachers in their practice. Other schools have the option to implement a similar coaching model utilizing the literacy coaches. Currently, half of the elementary schools are at least in the beginning stages of implementing the coaching model. An additional use of coaches is in the data-driven instructional model the district has recently adopted. To better monitor student progress in achieving district standards, coaches and teachers meet periodically to analyzing their students' work and use the results to drive classroom instruction. Two-thirds of the 41 schools in Aurora are currently participating. Coaches are paid for out of district funds.

- **Courses**. The district offers approximately 300 courses per year. Most are between .5 and 1 semester hour (7.5 and 15 contact hours, respectively) in duration. Semester hours earned in these courses can be used for the state licensure renewal requirement (90 contact hours over 5 years) and as salary credits that allow teachers to move over on the district salary schedule. The majority of courses offered are either in the use of technology, content area or process (i.e. pedagogy and classroom management).

- **Professional Development School**. A PDS between two elementary schools and the University of Colorado at Denver has been established to offer a one-year licensure program for students who have already received an undergraduate degree. During the first semester student teachers spend three days per week in the school and take classes at the university. During the second semester they are in the classroom full time. Teachers from the schools serve as adjunct professors and conduct classes at the university. A professor is in each school one day per week and works with faculty to help conduct action research. Teachers in the cooperating schools have the opportunity to participate in a Master's program at the university at discounted rate.

- **Facilitator Training**. As an example of another type of training offered by the district to build capacity of teachers and administrators to participate in its strategic planning and shared-decision making models, sixty district personnel have been trained in facilitation. Staff trained in facilitation learn different approaches to problem solving and methods of communication and have been trained to assist with meeting facilitation. Facilitators have served to run task forces and to sort conflicts between parents and teachers.

History and Development

In 1989, the Aurora Public Schools began a district-wide process of strategic planning that involved examining outcome-based education and the need for new graduation requirements based on performance and alternative assessment strategies, becoming one of the first districts to consider such reforms. Early in the strategic planning process the district developed 5 learner outcomes. They are to help students become 1) self-directed learners, 2) collaborative workers, 3) complex thinkers, 4) community contributors and 5) quality

producers. The district then began developing standards in 8 content areas. Achievement of the content standards is measured through performance-based assessment tools. In the third year of the planning process the district began devising professional development courses and other initiatives to support teachers in their work to help students meet the learner outcomes and content standards.

Aurora was motivated to attempt these reforms in part because changing local demographics. Historically a suburban district, over the last several years Aurora has become increasingly ethnically diverse. The number of English language learners has tripled, creating a need to reconsider how to successfully educate all students in the district.

Costs, Resources, and Financing

Total district spending on professional development is 2.7% of its total budget. The Staff Development Department is allotted $449,326, which includes $68,000 for mentor and DRT stipends and all other costs associated with the mentor program. Each department within Aurora Public Schools has a line item for professional development. The combined budget of all central office departments for professional development (not including Staff Development) is $5,348,266. The cost of courses the district considers necessary, such as training in the content standards and learner outcomes, are covered by these funds. For courses the district does not consider necessary teachers pay a fee. Non-essential class cost usually $50 per semester hour. Most courses the district offers are between .5 and 1 semester hour. Each school has a professional development line item as well. The combined total for all schools' discretionary professional development spending is $86,526. Included in these figures for professional development spending across the district are salaries for administrative staff, travel and materials. Besides earning salary credits to move over on the salary schedule, teachers also receive a stipend of $20/hour for time spent on professional development activities outside the school day.

Not only is the funding of professional development spread across all departments but tracking for the different sources of funds is kept separate as well, as opposed to being organized by initiative. According to district staff, tracking funds this way has made it easier for the district to assure compliance with restrictions associated with each funding source. Fear that one large budget item would be an easy target for cuts has kept the funding of professional development spread out. While this method has allowed the district to maintain high levels of funding for professional development, it has caused decentralized decision-making,

The fiscal responsibility for the PDS falls mainly on the University, which pays for the professors' time and for a part-time site coordinator. However, the district has had to hire one extra employee per school to assist with management of the PDS at a total salary cost of $100,000.

While most of the funding for professional development comes from the general allotment from the state, Aurora has also had several interesting funding opportunities.

- With the opening of the Denver airport the district received a one-time $3 million land settlement that served to enhance professional development programming.

- In 1987, the district has also established its own foundation, the Aurora Education Foundation, which distributes $35,000 per year to teachers and others in support of professional development activities.

The district also receives additional money from contracts with commercial vendors. For example, the district receives a percentage of sales of all Coca-Cola products, which are sold exclusively on campuses district-wide. Any additional money raised, be it by the use of school facilities after school time or the sale of Pizza Hut and Taco Bell products at lunch, contributes to district funds. The additional funds might not be specifically spent on staff development but often they allow for a shifting of other funds to staff development.

Results

Recognizing the importance of hard evidence to exhibit the results of their performance-based standards approach, Aurora has begun a process of using student achievement data to drive instruction. Until recently the district evaluation process for professional development consisted of satisfaction surveys attempting to ascertain the usefulness of the initiatives and courses according to participants' comments. The surveys were not designed to delve into the extent to which the initiatives or course offerings changed teacher practice or influenced student achievement. The district hopes the newly adopted data-driven instructional model will change their ability to show positive student achievement by using student data to drive instructional practice.

Sustaining, Scaling Up, and Replicating

While the district plans to continue the existing initiatives there are a few areas, coaching in particular, for which there are particular plans to scale up. The initiation of literacy as a statewide priority and favorable teacher input on the success of coaching have prompted plans to increase the number of schools utilizing literacy coaches. The district also plans to utilize the coaching model for administrators and teams of teachers in the data-driven instruction model.

Measuring the success of English language learners whose improvement is often lost on high-stakes state-mandated tests is a concern. The district is in the process of developing methodology and instructional strategies to prepare teachers to better serve the district's growing non-English speaking population.

The most significant challenge the district faces in sustaining its work may be its shortage of teachers. This year alone the district hired 242 teachers, who must pass through the district's mentoring initiative as well as training on the content standards, learning outcomes and performance-based assessments. The need to hire new teachers stems not only from district growth but also from teacher turnover. Aurora, along with many other districts, experiences a high rate of turnover within the first 3 years. Because of the constant process of

training new staff there are few, if any, economies of scale to be realized on professional development within the district. Consistent budget allocations will be necessary to sustain current activities.

Lessons Learned

The single largest factor contributing to the success of the professional development initiatives in Aurora has been the supportive Board of Education and superintendent, and a willing teaching and support staff. All levels of district staff have been willing to take advantage of opportunities to learn and improve their practice.

Challenges to the success of the professional development initiatives include:

- Lack of staff readiness to effectively utilize coaching resources. The administration realizes in hindsight that an intermediate step, such as supportive collegial learning communities, in which teachers learned to be helpful to each other in teams, may have increased the effectiveness of the coaching model earlier.

- Delayed adoption of the data-driven instructional model. District efforts to help students achieve to their high standards would have been greatly helped if a data-driven instructional model had been adopted earlier in the district's ten-year old reform process.

Contact Information

Kay Shaw
Director, Staff Development
Administration Building
1085 Peoria Street
Aurora, Colorado 80011
Phone: 303-344-8060 x28053
Fax: 303-326-1938
Email: kays@admin.aps.k12.co.us

CONNECTICUT—BEGINNING EDUCATOR SUPPORT AND TRAINING (BEST)

Purpose and Goals

The Beginning Educator Support and Training (BEST) program was established as a performance assessment tool for beginning teachers to ensure that all students receive high quality instruction that will promote academic achievement. The BEST program is a portfolio assessment model required to be completed by all beginning teachers within their first three years in the classroom in order to receive a professional teaching credential in Connecticut. The evaluation of the portfolio and all other aspects of professional development sponsored by the state are aligned with content standards, the Common Core of Learning, as well as teaching standards, the Common Core of Teaching, which include general instructional practices and discipline-specific professional standards.

Auspices, Sponsors, and Partners

Funded through a state legislative mandate, the BEST program is managed by the Bureau of Program and Teacher Evaluation, which has discretion over programmatic and fiscal decisions. Training for mentors and seminars for beginning teachers are contracted to regional service centers. Training for portfolio assessors is conducted by the Bureau to ensure consistency among assessors. Teacher unions and higher education institutions across the state are supportive of the portfolio evaluation process.

Program Design and Structure

In order to begin teaching in Connecticut one must complete a teacher education program and pass a series of basic skills and content-area competency tests—Praxis I and II. The portfolio assessment process, which is to be completed within the first three years of teaching, is used to assess all teachers' practical ability and knowledge of content-specific pedagogy. Usually teachers assemble the portfolio during their second year. If the teacher is unsuccessful in his or her first attempt he or she may repeat the process in the fall or spring of the third year. If the teacher is unsuccessful by the end of the third year he or she is not eligible to receive a teaching credential in Connecticut. BEST has a 15% fail rate on first-time portfolio submissions. Ultimately, after a second or third attempt 5% of teachers fail to receive a credential.

The state provides professional development opportunities within the BEST program in support of beginning teachers. This includes programs for beginning teachers, for mentors and support staff at the district level, for administration, and for portfolio evaluators at the state level.

- Beginning teachers are offered a seminar series totaling approximately 30 hours of training. The seminars cover the teacher's content area, standards-based instructional strategies, and information about the portfolio assessment process and requirements for beginning teachers. These occur at regional education centers, which are public agencies that provide support to schools.

- All districts are required by state law to assign beginning teachers mentors or a support team within 10 days of being hired. Mentors serve at their school-site to provide guidance and support through the first years and the portfolio process. The support team, which must include a trained mentor and may also include a teacher in the beginning teacher's content area or grade level, a portfolio assessor, and a principal or department chairperson, is encouraged by the state as a model that provides more complete support during the induction phase. Although actual district mentor programs vary, state law mandates minimum requirements, including weekly visits between mentor and protégé and release time for eight classroom observations (for which state funding is provided).

- Mentors receive a 30-hour summer training seminar along with 10 additional hours of support during the school year. Training is offered at regional education centers.

- Portfolio assessors receive 50 hours of initial training with 15 hours of follow-up training each year. They are trained extensively in the state's teaching and content standards and criteria for evaluation. Trained assessors meet biannually to evaluate portfolios.

- Administrators are offered training on the evaluation protocol and observation techniques to assist the development of their beginning teachers.

History and Development

In the mid-1980's a Governor's Commission report titled "Equity and Excellence" was released which highlighted the importance of equity in education in terms of resources and support for children in poverty. The report referred to equity not only in such things as class size and textbooks but also in quality teachers. The Educational Enhancement Act was passed as a result of the report. From a surplus in lottery funds the legislature designated $100 million to raise teacher salaries across the board. As a result, average Connecticut teachers' salaries went from 35th to 1st in the nation. Also as part of the enhancement act an additional $10 million was appropriated for developing a model for non-tenured teacher assessment. In 1987, the BEST program was initiated with this money as a classroom observation model. In the early 1990's the assessment evolved into the current portfolio model.

Costs, Resources, and Financing

State funds make up the vast majority of funding for BEST; additional funding comes from a few small grants. For the first several years total program funding was $10 million. That funding was used to develop, pilot and evaluate programming, as well as to build capacity by training mentors and assessors and to raise awareness across the state. In the early 1990's the program budget was cut to $3.6 million. Since that time funding has remained consistent. The general belief in the fairness of the evaluation and its support by unions and higher

education allowed for the continuation of the process despite the budget cut. While the state was able to maintain the evaluation process, the amount of development and capacity building activities were cut back.

Of the total budget, the bureau spends $600,000 on professional development support to districts, mainly for substitutes to cover teacher release time. Seminars for beginning teachers and training for mentors, including staffing of the regional education centers, cost the bureau an additional $645,000. Aside from administrative costs, which are $1,210,000, the largest budget item of the BEST program is training for portfolio scorers and the scoring process, which cost $835,000. The bureau's budget also includes funding for its teachers-in residence program, which brings excellent teachers out of the classroom to work for the Bureau to assist with revision and development of the program at a cost of $250,000. In total, the bureau estimates that over the two-year induction phase, for 5200 first and second year teachers, it spends $1,384 per beginning teacher. Currently, the bureau does not provide additional funding for stipends for BEST mentors; however, individual districts may do so with discretionary funds.

Results

Connecticut has seen results on several different levels. The state sees lower teacher attrition rates for beginning teachers (6%) than most states, which they attribute to higher than average salaries and better pre-service education and induction preparation. The state's institutions of higher education have adjusted their teacher education programs to be better aligned with state teaching standards and many have their cooperating teachers trained in the BEST process as mentors and/or assessors. Districts have begun to adopt BEST processes in local level teacher evaluations.

Improvement in student achievement is judged by performance on the National Assessment of Education Progress (NAEP) and the Connecticut Mastery Test (CMT). Connecticut 4th graders score consistently above the national average and are improving faster than the national average on NAEP tests of reading and mathematics. Student performance has increased consistently on the CMT tests of reading, math, and writing as well.

State studies have identified a significant relationship between teachers who have participated in BEST training and higher student performance. Studies continue to define the causal nature of the relationship

Sustaining, Scaling Up, and Replicating

According to the Bureau of Program and Teacher Evaluation, the BEST program will be sustained as long as the state mandates its continuance. Future plans include developing performance-based assessment for administrator certification, redesigning the mentor training process, and developing portfolio assessment for early childhood education.

Several other states, including Illinois, Indiana, North Carolina, and California, are in the process of developing portfolio assessment credentialing procedures using the BEST program as a model. A report by the Bureau of Program and Teacher Evaluation suggests it

would take three years to design, develop and pilot a statewide portfolio assessment system at a cost of $342,000 per year per content area, totaling $1,026,000 over the three-year period.

Lessons Learned

According to BEST program staff, the largest factors contributing to the success of the BEST program are the credibility of the process and the quality of programs offered, including the beginning teacher seminars and mentor and assessor training. Providing timely and accurate information about the process and score reports has been important in building the credibility of the Bureau. Support of the process by teacher unions and higher education, which stems from the belief that the portfolio assessment is valid, fair and of high quality, has also contributed to its credibility. Teacher preparation programs have embraced, and in some cases adopted, the portfolio assessment approach.

Several challenges faced by the program include:

- Changing a statewide system. The first few years involved a large effort to raise awareness of the new procedure and train teachers and administrators in mentoring and assessment to get the program off the ground.

- Maintaining the infrastructure. The BEST program is responsible for tracking the progress and evaluation of all new teachers in the state, providing timely and accurate responses to information requests, and maintaining quality training and support.

- Teacher shortages. It has been a challenge to maintain the high standards the program requires while Connecticut, like most other states, is struggling to keep classrooms staffed. There is no alternative process to certification in Connecticut and no waiver to enable teachers who do not pass the portfolio assessment to continue teaching in the state. In order to maintain the integrity of the program, the state has had to resist attempts to "water down" the process.

Contact Information

Ray Pecheone
Chief
Bureau of Program and Teacher Evaluation
PO Box 2219
Hartford, CT 06145
Phone: 860-566-5352
Email: raymond.pecheone@po.state.ct.us

DESIGN FOR EXCELLENCE: LINKING TEACHING AND ACHIEVEMENT (DELTA)

Purpose and Goals

Design for Excellence: Linking Teaching and Achievement (DELTA) is an education reform initiative which focuses on teacher professional development at all levels, including pre-service, induction, and in-service training. DELTA highlights the importance of teachers as the most important factor in helping Los Angeles County students achieve at high levels. The fundamental goals of DELTA are to:

- Redesign teacher preparation and staff development to a field-based structure with higher education and K-12 collaboration;
- Provide teachers at all stages of their careers with what is needed to provide quality education to a diverse student population;
- Demonstrate that systemic change of teacher preparation and professional development that includes collaboration between K-12 and higher education institutions can be successful; and
- Institutionalize these changes within five years.

Auspices, Sponsors, and Partners

DELTA is a collaborative initiative sponsored by the Los Angeles Annenberg Metropolitan Project (LAAMP), which was granted $53 million to support education reform projects in Los Angeles County schools. DELTA is a separate organization with its own director and staff. While LAAMP was instrumental in initiating DELTA and serves as its fiscal controller for distributing foundation funds, it does not fund DELTA. DELTA is supported by the Weingart and Ford Foundations. Along with these sponsors, DELTA is a collaborative effort of several partners, including the California State University (CSU) and its Los Angeles County campuses; Los Angeles, Long Beach and Pasadena Unified School Districts and Teachers Unions; and reform organizations such as Los Angeles Education Alliance for Restructuring Now (LEARN), The Long Beach Education Partnership (one of three prongs of the Long Beach Community Partnership), Pasadena Educational Foundation, and the CSU Institute for Education Reform. The Governing Board of DELTA has oversight for the entire collaborative. Members of the Board include the president of LAAMP; teachers from participating school families; representatives of the unions, the school districts, and each CSU campus; and one each from LEARN and Long Beach Community Partnership.

Program Design and Structure

LAAMP designated 28 "school families," which are K-12 feeder patterns consisting of one high school and the elementary and middle schools whose populations feed into it. Nine of these school families participate in DELTA, requiring that they partner with the local CSU campus to reform their professional development structure. While each school family

cooperatively establishes its own professional development priorities and initiatives, DELTA offers a common structure for each school family.

- **Steering Committee**. Each school family has a steering committee comprised of a majority of teachers and including principals and district staff. The steering committee guides decisions about the school family's professional development needs according to teacher input and student needs.

- **Professional Development Centers (PDC)**. Each school family has a PDC that coordinates the professional development requested by the Steering Committee. PDCs utilize the universities, the school districts, and teachers unions to provide their school families with professional development. The PDC also serves as a physical space for K-12 and higher education collaboration as well as coaching, modeling, and discussion groups.

- **Practitioner Team Leaders**. Each PDC is run by three full-time Practitioner Team Leaders (PTLs) comprised of one K-12 teacher, chosen through a competitive application process, and two full-time faculty, chosen by the dean of the School of Education at the cooperating CSU campus. The university faculty positions may be split among two to four different people. The PTLs work together and invite others to collaborate in redesigning professional development at all levels within the school family.

- **Professional Development Academy (PDA)**. The PDA was designed as a clearinghouse of professional development resources for the PDCs to utilize in their efforts to redesign professional development. It is a website that provides information about professional developers by area of expertise. PDCs would use this resource to find providers of professional development to fit their needs. Although most school families agree it is a good idea, this resource has not been well utilized.

The particular professional development opportunities offered by each PDC are structured around providing services to pre-service teachers, new teachers in their first two years, and experienced teachers. While each school family and PDC determines their own professional development offerings, there are components common to all DELTA participants.

- Pre-service professional development focuses on developing skills and knowledge about teaching through a model that emphasizes practical experience. Each school family works together with its CSU partner to reform its pre-service program. Among the first four DELTA sites, two chose to design new undergraduate programs, one developed an alternative certification program, and one revised its existing program.

- The induction models have in common their extensive use of coaches to assist new teachers. Coaches conduct formal and informal observations, and model for and co-teach with new teachers. New teachers also are given time to observe others' practice.

- In-service professional development is aimed at providing assistance in areas relevant to improving teacher capacity to help students achieve high standards. In-service professional development focuses on utilizing coaches to improve teaching strategies and student data to drive instruction, creating coherent professional development offerings across all grade levels, and building networks and discussion groups to provide collegial support for teachers.

History and Development

LAAMP's work places special emphasis on developing stability among a student population that is highly transient by creating school families that focus on one issue—literacy or bilingual education, for example. This approach relies heavily on teachers to be instructional and change leaders. Realizing that professional development of teachers would be important to ensure success, LAAMP designed the DELTA initiative to develop the skills, knowledge and capacity of teachers to help students achieve high standards.

The DELTA initiative proposal was drafted by Gary Hart, who was, at the time, head of the Institute for Education Reform housed in the CSU Chancellor's Office. Discussions followed with the Weingart Foundation and LAAMP to begin coordinating their efforts. In 1996 planning began in four school families—two in Los Angeles Unified School District, one working with CSU Los Angeles and the other with CSU Northridge; one in Long Beach Unified School District working with CSU Long Beach; and one in Pasadena Unified School District working with CSU Dominguez Hills. In 1999-2000, five more families were added. While the initiative's goal is to reform all levels of teacher professional development, initially most work focused on pre-service preparation to fill the critical need for credentialed teachers, and to provide needed support to emergency credentialed and other new teachers.

Costs, Resources, and Financing

The first four DELTA school families were funded over a five-year period by more than $10 million from the Weingart Foundation and Ford Foundation. In addition, the CSU Chancellor's office granted each participating CSU campus $500,000 over the five-year period to support its work with DELTA. Further, it is estimated that the CSU campuses combined will have provided an estimated $15 million in in-kind support over the first six years of DELTA, primarily in the form of faculty time.

The estimated $200,000 in first-year start-up costs and estimated total annual operating cost of $600,000 per DELTA school family site were covered entirely by foundation funds for the first four school family collaboratives. The additional five school families that were added in 1999-2000 received DELTA funding only to assist with start-up costs. Except for the two faculty PTL positions, which are funded by the CSU, the school district assumes all

operating costs, including one K-12 PTL; training, stipends and time for coaches; PDC staff salaries; and maintenance of the facility. Actual district costs vary by school family depending on things such as the number of and stipends for coaches, which are determined by a prescribed formula based on the number of new teachers per school family. It is expected that at the end of the grant period, the districts and their CSU partners will continue to fund the four foundation-funded collaboratives in the same manner as the five new ones.

Budget plans are developed by the school families' PTLs and approved by the family Steering Committee. Changes to the budget outside of DELTA's general parameters are subject to approval by the DELTA Governing Board's Executive Committee, made up of a representative of each type of organization, a superintendent, a union representative, a university dean, a member of LAAMP, and the DELTA Executive Director.

Results

The primary goal of LAAMP is to improve student achievement. The DELTA initiative was created to improve the quality of teaching in order to help achieve that goal. Results on student achievement from the second year of DELTA implementation published by the Los Angeles Compact for Evaluation (LACE) show that all four DELTA school families improved performance in literacy and reading. Three of the first four DELTA school families increased SAT-9 scores of elementary school students at a higher rate than non-DELTA LAAMP school families in the same areas. However, only two of the four DELTA school families improved their scores in math, and only one improved at a higher rate than non-DELTA LAAMP school families. The primary explanation for improvement in literacy over math is that most school families chose literacy as the content area targeted for improvement, in some cases to the neglect of other content areas. Also, these results are taken from the second year of what is viewed as a long-term project; scores are expected to continue to rise as implementation expands and deepens. While it is difficult to untangle the effects of DELTA from those of other reforms occurring simultaneously, including LAAMP and individual district initiatives, these results comparing DELTA and non-DELTA LAAMP school families may show the value added of the DELTA initiative in improving student achievement.

Another level of evaluation for DELTA school families is the extent to which they have met the goals set out for DELTA by LAAMP. In each of the three focus areas—pre-service, induction, and in-service—the goals including redesigning existing programs and increasing the level of K-12/university collaboration.

- Pre-service was an area of focus for all DELTA school families and was the area of greatest success. All four school families redesigned and implemented their teacher preparation model with a greater degree of field-based work and collaboration.

- Induction programs met with some difficulty in fulfilling the desire to have one-on-one coaching because of a large number of new teachers and fewer experienced teachers to serve as coaches. Despite the lack of one-on-one coaching, the number of

new and experienced teachers receiving support increased. At the induction level there was less university collaboration than at the pre-service level.

- For all DELTA school families not as much emphasis was placed on reform of in-service professional development in the first years of DELTA implementation. While very little difference was found between DELTA and non-DELTA LAAMP school families, coherence of in-service professional development offerings within DELTA school families increased. Collaboration on in-service programming is low but increasing.

Sustaining, Scaling Up, and Replicating

This school year, 2000-2001, marks the end of the Annenberg, Weingart, and Ford Foundations funds and the funds from the CSU Chancellor's office. Both LAAMP and DELTA are in their final year. DELTA will become part of the Los Angeles Education Partnership, a 16-year old organization that supports reform efforts in the Los Angeles area. As noted above, at the end of the foundation funding DELTA expects each of the four original foundation-funded collaboratives to continue, funded by the districts in the same manner as the five newly added ones.

While DELTA will no longer provide primary financial support to any of the school families, it continues to raise money to provide startup funds for additional school families and incentives to the CSU campuses to help defray the salary costs of the two faculty PTLs. For next year, DELTA has already raised $1.5 million in foundation support from the Washington Mutual and Hewlett Packard Foundations.

According to DELTA staff, districts with school families that are already part of the DELTA initiative are interested in scaling up, utilizing the organizational model for the whole district. Discussions revolve around thinking about how current funding can be reallocated to support the work of DELTA. Examples include streamlining the coaching services provided for new teachers under DELTA and using funds provided for mentoring and coaching under the state-funded Beginning Teacher Support and Assessment (BTSA) initiative; and realigning in-service professional development offerings with DELTA's work.

Lessons Learned

DELTA staff credits LAAMP as one of the major contributors to its success. LAAMP served an invaluable function as a convener, bringing all the parties to the table to initiate collaboration. Having to meet LAAMP's and the foundations' expectations provided an important accountability component. The work of the PTLs is also credited as a driving force behind DELTA's achievement. Their planning, designing and collaborating to provide quality professional development is what gives the work of DELTA credibility.

DELTA faces several challenges as it prepares for its new phase of existence, particularly, as mentioned above, working with districts and school families interested in maintaining or scaling up their work with DELTA to rethink uses of current funds to support those interests. Other challenges include:

- Maintaining successful DELTA programs within the context of changing district structures. For example, a district may choose to implement a literacy initiative district-wide that is different from that which the DELTA school family has implemented. In such cases DELTA staff work with the school family to see how their previous work can be incorporated within the new district mandate, rather than abandoned.

- Funding university faculty time. DELTA's experience is that university compensation structures are not designed to support K-12 collaboration. Tenure and promotion policies do not support field-based teaching, and no existing mechanism encourages or supports university faculty to work with K-12 faculty to redesign courses and models in teacher preparation. Without foundation support for the two faculty PTL positions at each PDC, university participation may suffer. As noted above, DELTA intends to provide incentives to maintain and expand the level of CSU collaboration.

- Ensuring full certification of new teachers. Because of high demand for teachers in the Los Angeles area many teachers choose to enter the classroom with an emergency credential rather than following the traditional certification process. DELTA hopes be able to fill Los Angeles area classrooms with fully credentialed teachers by redesigning current teacher preparation models or providing incentives for prospective teachers to pursue full certification.

- Providing enough time and resources for collaboration. Time, and compensation for it, is sparse. In order to support the level of collaboration that is desired under DELTA, both time and resources will need to be reallocated.

Contact Information

Dr. Yvonne Caballero-Allen
Executive Director
DELTA Collaborative
c/o Los Angeles Education Partnership
315 West Ninth Street, Suite 1110
Los Angeles, CA 90015
Phone: 213-622-5237
Email: ycaballero@laep.org

DIFFERENT WAYS OF KNOWING

Purpose and Goals

Different Ways of Knowing (DWoK) is an arts-enriched, multi-disciplinary multi-year approach to systemic reform for grades K through eight. The program is based on a philosophy of integrating subjects, a standards-driven curriculum model across subject areas, and school-based teams of local coaches who train other teachers in the DWoK program. DWoK is designed primarily for disadvantaged children and culturally and linguistically diverse school communities. DWoK involves a three-year course of study for teachers tied to curriculum tools. The curriculum integrates the study of history and social studies with literature and writing; math and science; and all with the performing, visual, and media arts. School administrators, parents and community leaders play a key role in multi-year implementation partnerships, which develop local coaches with the training and capacity to sustain the program.

Auspices, Sponsors, and Partners

In 1989 the Galef Institute, a private not-for-profit organization established by philanthropists Andrew and Bronya Galef, created DWoK. Principal funding comes from federal, state and local budgets via grants or contracts for services. Acceptance and sustaining of the programs, as well as additional funding for local costs, makes school districts partners in the projects.

Program Design and Structure

Key elements of the Different Ways of Knowing initiative are:

- **Philosophy of education.** The philosophy of education is based on thematically integrated instruction across disciplines, with particular attention to the arts, active student participation, early intervention and strategies for reaching at-risk populations. The philosophy includes parent participation in the classroom, content-rich teacher planning guides, a standards-driven curriculum with teacher and student learning resources, a large library of thematically organized, culturally diverse books for every classroom and a professional library series of best practices from the field, connecting theory to practice in all subject areas. Also, the faculty of each participating school must agree to 1) engage in a multi-year partnership with DWoK; 2) allocate time for professional development; 3) integrate reform initiatives at the classroom level and the DWoK philosophy into their reform plans; 4) build an evaluation plan; 5) co-design a process for sustaining the successful practices; and 6) designate DWoK advisory teams to work closely with the Galef Institute and other participating schools.

- **Three-year course of study for professional growth and community building.** The course of study is designed at the site level to best meet local needs. The course of study provides developmental capacity-building support for teachers, administrators, and parents through activities such as: annual summer orientations,

workshops throughout the school year, instructional coaching, leadership teams of school and district personnel to facilitate change, and teacher-to-teacher communications and other professional connections through newsletters and DWoKnet– an interactive professional development website for educators. A summer session for teachers and administrators of at least 3 days is held each year during involvement with DWoK. During the school year 3 to 4 full-day workshops are conducted.

As part of the professional growth component, the Galef Institute promotes networking by creating multiple pathways for large-scale participation of teachers, administrators, specialists, families, and community members in building school reform partnerships with districts or clusters of schools in various regions across the country. It also supports networking of teachers, administrators, parents, and community members through national leadership conferences, the DWoKnet Web site, and the quarterly newsletter, Teacher-to-Teacher. Free e-mail access is offered to all teachers registered on the Web site.

- **Using data to improve performance**. The *Different Ways of Knowing* Evaluation Toolkit is provided to all schools at the beginning of the partnership. It contains instruments and guidelines such as teacher and student questionnaires, student writing prompts, and classroom observation protocols. The toolkit materials aim to help administrators and teachers collect and analyze data about implementation and its effects on student learning.

- **School-based formative evaluation**. Collaborative planning teams made up of the Galef Institute's National Faculty of Coaches, school administrators, and teachers meet quarterly to review formative data, discuss implementation in relation to the goals, and compile end-of-year comprehensive school reform annual reports. DWoK coaches, who are teacher leaders and artist educators, visit schools monthly to conduct observations, offer feedback, give demonstration lessons and facilitate group support study meetings. Coaches also assist schools to coordinate the efforts of local organizations that build school organizational capacity.

History and Development

From 1989-1993 the Galef Institute designed, tested and disseminated a 3-year professional development program, DWoK, aimed at raising students' academic achievement and improving their attitudes toward school.[2] The initiative was designed to be a comprehensive school reform model that helps in-service teachers, in grades K –8, facilitate standards-driven student-centered learning.

[2] DwoK based its model on the characteristics of comprehensive reform reported by the Northwest Regional Educational Laboratory (NWREL) in its catalog of reform models. These characteristics include: effective, research-based, replicable methods and strategies; measurable goals and benchmarks; continuous professional development; support within the school; comprehensive design with aligned components; parental and community involvement; evaluation strategies; coordination of resources; and external technical assistance and support.

DWoK has been implemented in Title I schools, urban schools, rural schools, and suburban schools. During the last ten years, the Galef Institute has worked with over 584 schools. In 1999-2000 there were 162 schools across 20 states, the District of Columbia and the Virgin Islands in the DWoK network. Currently, 119 schools are implementing DWoK under Comprehensive School Reform (or similar) agreements with Galef, 25 candidate schools are expected to be approved within a year, and 18 schools are continuing to receive services under earlier agreements with Galef. These schools involve 74,515 students (65 percent eligible for free or reduced lunch, 13 percent special education) and 3,874 teachers. Thirty percent of the schools are in rural areas.

In 1999 the U.S. Department of Education (OERI) awarded Galef its first federal contract—$13 million over five years for research and development activities aimed at extending DWoK to the Middle Grades. In addition, Galef received a $2.9 million three-year federal Comprehensive School Reform Capacity Building Grant. The goals of the capacity building grant include: 1) development of a data-collection and feedback system; 2) work with a third-party evaluator to provide ongoing data on the program's effectiveness; and 3) tracking the relationship between high-fidelity implementation and significant improvements in student achievement, teacher practice, and school climate. The capacity building grant also provides for a comprehensive three-year formative evaluation of DWoK by an independent evaluation team.

Costs, Resources, and Financing

Galef's funding comes from several sources: 30 percent from foundations and corporations, 65 percent from school funds, 5 percent from individual donors and from interest and other income.

Participating schools pay for most staff and direct service costs. The cost of on-site services and implementation for an average DWoK school with 20 to 30 faculty members and administrators is roughly $95,000 per school per year for three years. However, the costs are highly varied, ranging from $95,000 for one school with 45 teachers involved to $69,000 for another school with 25 teachers. Schools are expected to shoulder at least 75 percent of the cost, with the balance from private or public grants raised jointly by the school/district and Galef. Prices are determined in the partnership-building plan created with a given district or cluster of schools and adjusted based on the number of participants per school, the number of workshops, coaching days, sets of materials from Galef and other variables.

Schools cover additional expenses for professional development activities such as release time for teachers, any desired independent evaluation, additional leadership training, pre-service partnerships with local universities and colleges, or summer school program support.

Results

In 1997 research teams studied DWoK in two large-scale implementation trials. The evaluations found: 1.) continuously rising academic and social achievement of DWoK students tied not only to the content of the DWoK curriculum but also to a supportive

interdisciplinary infrastructure and an integrated vision at both the school and district level; 2.) on-going professional growth opportunities for teachers and administrators including regularly scheduled workshops and support group meetings; 3.) shared learning and collaboration among artists, coaches, and teachers; and 4.) integrated teacher and student materials. Studies in 1995 and 1999 cite teachers' reports of regular, supportive interaction with colleagues. A second 1995 study reports that teachers felt the support study groups were an excellent forum for expressing needs and sharing ideas and successful strategies. Several studies suggest the impact of DWoK:

- A three-year comparison study, published in 1995, of 1,000 students in four school districts, showed significant gains in vocabulary, comprehension, and other measures of language arts—about 8 percentile points higher on standardized tests *for each year* of participation. It also noted higher student scores on written tests of social sciences knowledge and higher student grades by one-half point for participants compared to non-participants. The study documented increased cognitive engagement and intrinsic interest in the humanities; increased levels of achievement and motivation over time, as opposed to patterns of eroding motivation for non-participants; and increased use of the visual arts, drama, music, and movement by teachers to promote learning. In addition, there was an increase in the time students were engaged in complex creative-thinking activities.

- In 1997, a two-year study of fourth-grade DWoK students in 24 schools compared to fourth graders statewide based on the Kentucky Instruction Results Information (KIRIS) found: 7 percent greater gains in reading and arts and humanities; 10 percent higher increases in social sciences; 25 percent gains in math scores; and 7 percent greater gains in science over two years; greater involvement of students in their classrooms and more interest in their schoolwork; and greater student eagerness to participate in learning and show what they know, increased opportunities for critical and creative thinking, and expanded use of multiple intelligences strategies.

- In 1999, an evaluation of DWoK implementation in classrooms in Ann Arbor, Michigan showed instructional methods positively related to increases in children's learning as indicated by standardized test results under the Michigan Educational Assessment Program and the Iowa Test of Basic Skills, compared to statewide results.

- A 1998 study by the evaluation office in San Francisco Unified School District of all their 3,036 DWoK students in 11 schools (87% of minority background and 30% eligible for free or reduced lunch) showed more than a year's growth in reading comprehension year to year.

The Galef Institute has funding for two third-party evaluators for the next three to five years in addition to working with school districts to collect data and measure progress. These include some experimental designs.

Sustaining, Scaling up, and Replicating

To scale up the program by promoting more school implementation partnerships for the elementary and middle school initiatives, *Different Ways of Knowing* uses the following growth strategies:

- To enroll more schools in a district or community, early adopters are enlisted to recruit other schools within their districts and community organizations interested in the curriculum elements.

- With the addition of the DWoK's middle school initiative, the strategy for scale up of a comprehensive K-8 initiative includes: 1) targeting sites where Galef has successfully implemented the elementary initiative; 2) responding to sites where there are already organized middle school reform initiatives; and 3) responding to sites that have specifically requested the DWoK middle school initiative in their design showcases.

Recognizing the importance of building local capacity to sustain reform efforts over the long term, with Department of Education funding, Galef is creating an early diagnostic assessment to sustain the effort to create more effective school reform partnerships. As Galef promotes local collaborations in various sites, the goal is to engage and train local coaches. Galef anticipates a minimum number of schools (Galef is currently using 10 schools) in a given district or region to necessitate having resident coaches in the area. Training of the coaches is a two-to-three year apprenticeship process.

Lessons Learned

Galef attributes its success to several factors.

- A strong core program, with on-the-ground support in the early stages and on a continuing basis and with explicit development of local capacity and flexibility for local adaptations. By its nature it is systemic. DwoK is comprehensive, not a piece that is easily compromised by too many overwhelming factors. It is internally reinforcing, involving all aspects of the curriculum, teachers as learners and leaders, district and school, school and classroom, professionals and parents. It is attentive to priorities of the school—test scores, parental involvement, well-rounded education, professional standards. It is vital that <u>both</u> administration and faculty understand and embrace the program. Initial "buy-in" and preparation are well supported.

- Creative scheduling of students and teachers, such as team teaching and deployment of specialists, can provide in-school time for partial-day workshops, reducing the

need for substitutes and thus both reducing costs and causing less disruption to instruction.

- The stage of a school's adoption is not critical to costs. Early adopters help the program recruit and encourage later "arrivals", thus helping keep costs about the same for all (e.g., later ones do not require more intensity, thus higher costs).

Contact Information

Dr. Linda Johannesen, President
Dr. Susan Galletti, Vice President for Middle Grades and Development
The Galef Institute
5670 Wilshire Blvd. 20th floor
Los Angeles, CA 90036
Phone: 323-525-0042/800-473-8883
Email: galef@galef.org

EDISON SCHOOLS

Purpose and Goals

Edison Schools, Inc. is a research-based model for public school reform whose goal is to create a national network of innovative schools that operate at current public school spending levels and provide students with an academically rigorous curriculum. Currently, professional development is integrated into the model and geared toward in-service teachers; however, Edison is also in the process of developing a pre-service Teacher's College initiative.

Auspices, Sponsors, and Partners

Edison Schools, Inc. is a private corporation that contracts to run schools in one of three ways. Edison may contract with a school district to manage a school as a partnership, which requires approval of the Board of Education, Superintendent and, in many cases, the teachers' union. Edison may receive a contract from a non-profit organization that has been granted a charter according to charter school law in the particular state. Also, Edison may manage a school district charter, which is usually guided by state legislation, with little negotiation.

Regardless of the entity with which Edison negotiates the contract, the key components are the same. Most contracts are for five years. The contracting entity must agree to implement all 10 aspects of the Edison Schools design. Edison retains the right to decide staffing issues. All teachers within the district may apply; however, Edison specifies its autonomy in recruiting, interviewing, and selecting staff. As public schools, all Edison schools are accountable to the same laws and assessments as every other school in a particular district or state. In addition, Edison uses five points of accountability (student academic performance, implementation of the design, financial viability, customer service, and system growth) to guide its oversight of the schools it manages.

Program Design and Structure

The 10 fundamentals of the Edison design include:

- **Schools organized for every student's success.** Schools are broken down into small "academies" grouped as follows—grades k-2, 3-5, 6-8, 9-10, 11-12. Within each academy students are grouped into "houses" of 100-180 students who have the same group of teachers the duration of each academy. A group of four or six teachers makes up a house team.

- **A better use of time.** Edison Schools offer grades k-2 a seven-hour school day and a longer school day—8 hours for third grade and above, and a longer school year—200 to 205 days.

- **A rich and challenging curriculum.** Edison Schools strive to provide a strong base in the fundamentals while using the arts and foreign language to enhance student learning.

- **Teaching methods that motivate.** Edison Schools utilize research-based curricular models in each subject area, including Success for All and University of Chicago School Mathematics Project.

- **Assessments that provide accountability.** Beyond the district and state required assessments, Edison has its own system of assessment that provides teachers with continuous information about individual students' achievement.

- **A professional environment for teachers.** Professional development is infused into the design of each Edison School (see below).

- **Technology for an information age.** The use of technology is integrated into the schools as a tool to enhance learning. Each student grade 3 and above receives a computer for use at home, and each teacher receives a laptop. Other available technology includes voice video, VCRs, televisions and phones.

- **A partnership with families.** Edison Schools encourage the involvement of parents and the community in their schools. This is helped by, among other things, parent training in the use of their computer and the use of narrative report cards which require parents and students to meet with teachers.

- **Schools tailored to the community.** In working to reach out to the communities they serve, Edison schools organize a consortium of social service providers that match the school's needs. The schools often organize before- and after-school programs to help meet the needs of the families of children enrolled in Edison schools.

- **The advantages of system and scale.** Edison is working to create a national system of schools. A new Edison school reaps the benefits of knowledge and experience of other schools.

The implementation of the Edison design is viewed as a process. Schools proceed over several years from a beginning level to an exemplary level. Key to progressing in the implementation of the design is the professional development Edison requires of its faculty. All staff are expected to know and be able to use a core body of knowledge in curriculum, instruction, assessment, and technology. Each staff member has a personal professional development plan which contributes to a school professional development plan.

Professional development occurs through:

- **Leadership training.** Principals and other site leaders receive training in the school design before beginning to lead school staff through startup and the first year of participation as an Edison school. Additional principals' conferences are held quarterly.

- **Staff training.** School staff receive a total of three weeks of training during the summer before opening as an Edison school—two weeks off-site and one week on-site. Training is in instructional practices, classroom management, character and ethics education, and core curriculum.

- **On-going professional development.** The Edison school day is designed to give teachers two free periods, one for common planning time among house teams and one for personal planning time. The house teams determine their professional development needs for their common planning time—examples include use of technology, content, or pedagogical strategies. Schools use their discretionary budgets to provide for this professional development, which may occur through courses and coaching by school-level curriculum coordinators, regional or national Edison staff, or outside providers. Teachers also use their planning time to share observations, instructional approaches, curriculum and materials; to coordinate instruction across subject areas; and to observe one another.

Several other opportunities exist for professional development. Each teacher is given a laptop computer and has access to 200 hours of online training in topics such as assessment and classroom management through an agreement with Apex Online Learning. Edison also has its own databases of content area research, instructional motivation, curricular materials, and lessons plans. Regional support teams are available to conduct site visits to provide curriculum and operational assistance.

In addition to the school-determined professional development, the national organization holds conferences to provide training in the content areas, technology and leadership. Depending on the subject of the conference, attendance is required by a representative from each school. At the school level those representatives are supported by regional staff in implementing skills or techniques learned at the conference. Such training conferences may be held at the regional level as well if several schools in a particular area are grappling with similar issues.

Additional training is required according to the curricular models the individual schools agree to adopt. Edison Schools recommends certain curricular models for each of the subject areas, including Success for All and Chicago Math. Schools are not required to use any of the models; however, should they chose to, staff must be trained in the use of the models.

History and Development

Founded in 1991 by Christopher Whittle, former Channel One owner, Edison Schools began conducting research into excellent schools, educators, all aspects of school design, and the effects of school reform in order to design schools that would improve student achievement. Although originally envisioned as a network of private schools, at the request of several governors who heard of the work the model changed to be implemented in public schools. In 1995, the first four Edison schools were opened. Currently, there are 113 Edison Schools nationwide serving 57,000 students.

Costs, Resources, and Financing

Edison Schools, Inc. is a for-profit corporation, receiving funding from school contracts and investors. The schools Edison manages are designed to operate and be profitable at current levels of school funding. Edison negotiates contracts with school districts or charter boards to receive a per pupil amount roughly comparable to the average district amount. Usually, negotiations begin around the national average per pupil spending. From the state and federal government Edison Schools receive the same additional funding, including Title I and special education funds that any public school with its demographics would receive. School budgets are designed to meet state requirements and the Edison design. Schools provide funding for operational costs. Also, school leaders may supplement their budget with philanthropic sources to fund capital projects, facilities, and start-up costs. Principals have flexibility in using discretionary funds that exist.

According to Edison, the individual schools it manages are profitable. However, the company as a whole has been operating at a loss since its inception, although this year it may break even. This discrepancy is accounted for by the overhead expenses of the corporation, including the initial investment Edison makes in its schools for technology (each student above grade 2 and teacher receives his or her own computer) and the overhead of the regional support teams. As the number of schools Edison manages continues to increase, it hopes to experience economies of scale which will allow it to cover the high overhead costs associated with starting up new schools and to become profitable as a company.

Results

According to Edison's own research and evaluations:

- Since opening, 85% of Edison schools have posted positive achievement trends. On average, students are gaining more than 5 percentiles on nationally normed tests and 7 percentage points on criterion-referenced tests (based on state or district standards).

- In California, Edison schools have doubled the average statewide growth on the Academic Performance Index, which measures statewide SAT 9 results. Edison students' academic growth increased by 74 points versus 33 points statewide.

Sustaining, Scaling Up, and Replicating

As one of the main goals of Edison Schools is to build a national network of schools, it hopes to continue to increase the number of school contracts. Edison Schools are also branching out into other new areas. Most notably:

- Edison Teachers College. In response to imminent teacher shortages, Edison is attempting a "grow your own" approach to pre-service teacher education. Research is currently being conducted on the viability of different options, including affiliations with existing universities, company-owned and operated campuses, and online courses. Some combination of all three types may be included in the 20 programs Edison hopes to have established by 2007. The design and implementation of each college would be consistent, though governance of each program would vary depending on the partnership agreement.

- Affiliate districts. Edison is looking to adapt its management model to develop partnerships with small districts of 5,000 or fewer students. Under such partnerships, the district would not be managed by Edison but would choose to purchase components of the management model.

Lessons Learned

Edison credits much of its success to the 10 points of its design. While the design is implemented consistently in all of its schools, there is also a willingness to be responsive and adapt to the needs of the schools and students. Edison conducts regular evaluations, through surveys of teachers, parents, and students, and makes changes to aspects of its model. For example, after discussions with teachers, Edison began offering computers to students after the second year. Also, Edison continually makes changes based on teacher input and the latest research findings.

In its management contracts Edison requires the right to participate in some staffing decisions for the school. Edison and the school district jointly select the principal. The selected principal then has total autonomy in hiring the staff. Also, negotiations with unions may be required for issues such as the compensation structure for the extended school day and year, transfer policy, evaluations, the selection process, and the process for teachers who refuse to implement the design. Edison credits its autonomy to recruit teachers who believe in the design as another factor contributing to its success.

The largest challenge has been overcoming the stigma of being a for-profit corporation. The public has not been supportive of initiatives that attempt to profit from the management of public schools. The concern is that resources will be used to increase shareholder dividends rather than to educate students. However, being a for-profit corporation makes it easier to raise capital that allows for the large initial investment that Edison makes in its schools in terms of technology, training, and support.

With the charter schools it manages, Edison also faces the challenges associated with many charter schools, such as not receiving Title I funds in the first year of operation, having

to fund facilities out of the operating budget, and receiving less funding per pupil than normal public schools.

Contact Information

Deborah McGriff, President
Edison Teachers College
521 Fifth Avenue, 15th Floor
New York, NY 10175
Phone: 212-419-1612
Fax: 212-419-1726

EISENHOWER PROFESSIONAL DEVELOPMENT STATE GRANTS

Purpose and Goals

The Eisenhower Professional Development State Grants program, Part B of Title II of the Elementary and Secondary Education Act (ESEA), is the largest federal grant program devoted specifically to the professional development of classroom teachers. The funds primarily support professional development in mathematics and science. As part of its 1994 reauthorization, The Eisenhower Program is designed to support professional development to improve classroom instruction that is sustained, intensive, continuous, and targets teachers of at-risk students—those from historically underrepresented populations and in schools receiving Title I funds. Further, the program requires the professional development activities it supports be aligned with high state and local standards and coordinated with other systemic reform activities.

Auspices, Sponsors, and Partners

The Eisenhower program is a federal formula grant program that provides a source of funding for professional development activities undertaken at the local level. The federal funds are distributed to states. States then distribute the bulk of the funds to state education agencies (SEAs) who pass through most of the funds to local education agencies (LEAs) for their use. States also distribute a smaller share of the funds to state agencies of higher education (SAHEs) who provide grants to or contract with institutions of higher education (IHEs) or nonprofit organizations to provide professional development.

Program Design and Structure

By legislation, Eisenhower funds are distributed to the states according to a formula that equally weights the number of children in the state between the ages of five and 17 and the state's allocation under Title I, Part A of the ESEA. The state distributes 84 percent of funds to state education agencies, and at least 90 percent of these funds flow through to local education agencies based on the same formula. The state allocates the remaining 16 percent of the funds to state agencies of higher education. SAHEs distribute at least 95 percent of the funds by competitive grants or contracts to IHEs or nonprofit organizations.

The Department of Education administers the program, publishes regulations, and provides guidance for the grantees. Through the legislation and administration of the program, the federal government establishes the permissible and encouraged uses of the funds. States also influence the use of the funds through requirements they may impose in passing the funds through to LEAs and other grantees. The program legislation targets the funds to the professional development of math and science teachers; however, states may use their proportional share of total grant program funds in excess of $250 million for professional development in other core academic subject areas.[3] The actual professional

[3] States and districts can apply for waivers from the federal government to allow them to devote larger percentages of their Eisenhower grants to professional development in other subject areas. In addition, states may apply to the Department of Education for "ED Flex" status, which allows states to grant waivers to LEAS requesting them that apply to Title II or other federal programs.

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development activities supported by Eisenhower funds vary widely.

History and Development

The program was established in 1984 as the Eisenhower Mathematics and Science Education Program. An evaluation of the program in 1988-89 found that funds were used to "maximize...breadth of coverage across a large number of teachers rather than depth of professional development," typically funding one-time in-service training events of short duration.[4]

The program was reauthorized in 1994 as the Eisenhower Professional Development Program, Title II of the Elementary and Secondary Education Act. The reauthorized legislation expands the allowable use of some of the funds to include core areas other than math and science. Through the legislation and program guidance published by the Department of Education, the federal government makes it explicit that Eisenhower-assisted activities should be designed to improve teacher practice and student performance, especially for students most at risk of school failure, and activities should be shifted away from short-term professional development toward longer, more intensive activities.

The program also includes a number of requirements—alignment, coordination, continuous improvement, preparation of needs assessments and state and local plans, and teacher participation in this planning—designed to ensure the provision of high-quality professional development aligned with high state and local standards and coordinated with other systemic reform activities. In recent years, the appropriations legislation and Department have encouraged a greater focus on pre-service professional development and the involvement of higher education in professional development activities, as well as on identifying those teaching out-of-field and providing pathways to increasing levels of certification. States and districts must assess their progress towards meeting performance indicators focusing on these key goals for the program as set out by the Department and are encouraged to report back to the Department on this progress.

Costs, Resources, and Financing

The federal budget allocations for the program have increased over time. In the early to mid-1990s, budget allocations were around $250 million. The allocations then grew to $335 in FY 1998 through 2000. The current allocation, for FY2001, is $485 million. This translates into state grants ranging from $53.6 million for California to a minimum of $2.2 million provided to more than a dozen of the smallest states.

Eisenhower funds require a 33 percent match at the local level. The match may be in cash or in-kind. The Department has strengthened requirements to encourage districts to use community and business support to fund the match; however, other federal funds, such as Title I and Adult Education, may also be used.

Beyond the required match, professional development activities may be co-funded with Eisenhower funds and other funding sources. The ESEA supports efforts to coordinate

[4] U.S. Department of Education, Office of the Under Secretary, Planning and Evaluation Service, "Designing Effective Professional Development: Lessons from the Eisenhower Program," Washington, D.C., December 1999.

funding streams by indicating that Eisenhower funds should not be spent in isolation from other program funds, but their use should be planned and coordinated with other sources of professional development funding. This coordination is primarily left to the grantees rather than the federal agencies. The 1999 evaluation of the Eisenhower program found that districts engaged in a fair amount of co-funding (on average, with two programs), especially co-funding between Eisenhower and programs funded by the National Science Foundation. Larger and poorer districts engaged in more co-funding than other districts. However, the evaluation found little co-funding among SAHE grantees.

Results

Eisenhower-supported professional development activities are wide-ranging. A 1999 evaluation of the program found that the funds were still predominantly used in the math and science area, but grantees were beginning to make greater use of the funds in other areas.[5] The average amount of time teachers spent on Eisenhower-assisted activities was 25 hours for district activities, and 51 hours for SAHE grantee activities. Seventy-five to eighty percent of activities were traditional in form, including workshops, courses, or conferences. The balance were "reform" types of activities, such as study groups, networks, or mentoring relationships.

The evaluation found that up to 80 percent of teachers reported enhanced knowledge and skills in areas including in-depth knowledge of mathematics/science and instructional methods as a result of their participation in Eisenhower-supported activities. However, the evaluation showed district-level professional development activities to be less effective than SAHE activities in each of six areas[6], reaching as low as 24 percent of teachers reporting increased knowledge or skills in the use of technology as a result of Eisenhower-supported professional development district activities. Higher spending (especially by SAHEs as compared to districts) was linked to higher quality professional development, as measured by six dimensions—reform type, duration, collective participation, content focus, active learning, and coherence—identified in the literature as contributing to best practice.

Other findings related to the goals of the program are:

- Eisenhower funds were only marginally targeted to teachers from high-poverty schools. The proportion of teachers from high-poverty schools participating in Eisenhower-assisted district activities was only slightly higher than the teachers' proportion in the national teaching force as a whole, and the proportion participating in SAHE activities was actually lower.

- Most districts reported that their Eisenhower-assisted professional development activities were aligned with standards and assessments, especially state standards.

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[5] Ibid.

[6] 1) In-depth knowledge of mathematics/science, 2) curriculum, 3) instructional methods, 4) approaches to assessment, 5) use of technology, and 6) approaches to diversity.

- Among other ways, coordination at the local level occurred through co-funding with other programs and SAHE coordination with districts, which is required by law.

- Almost all districts reported involving teachers in planning professional development activities.

- Most districts did not use performance indicators to guide a continuous improvement process.

Sustaining, Scaling Up, and Replicating

Since its inception, the Eisenhower program has received bipartisan support in Congress and has enjoyed steady or increased funding. The scientific and engineering communities have provided a particularly important base of support for the program, and state agencies of higher education have increased their share of program funds from 14 to 16 percent. The expansion of the program both in size and to subject areas beyond math and science suggests a broadening of public support for teacher professional development.

Under President Bush's education proposal, the Eisenhower program would be combined with the Class Size Reduction program. States would be able to use the funds for a variety of purposes to strengthen teacher quality, including professional development as well as recruitment of new teachers and other programs. States would also have more latitude in determining criteria for uses of the funds for professional development. In general, the proposal would provide less detailed guidance than currently exists in the program in return for states being held accountable for improving educational results.

Lessons Learned

Reauthorization moved the Eisenhower program in the direction of fostering and supporting more high quality professional development. The intentions of the program concerning strategies such as co-funding, alignment, continuous improvement, and teacher involvement in planning appear to lead to higher-quality professional development. Grantees using co-funding tend to offer a greater proportion of reform-type activities and provide more opportunities for collective participation and other forms of active learning, as do districts aligning professional development with standards and assessments. Still, as of 1999, a large proportion of the funds were used for short-term activities and activities that were not reported by participants to be effective.

High quality professional development is more expensive than lower-quality professional development. The evaluation found a strong relationship between spending levels and indicators of quality among district and SAHE grantees. Duration of the professional development activities is a key factor in cost and quality of the activities.

Although districts met the Department of Education's standard for targeting—the proportion of teachers participating in Eisenhower-assisted activities who teach in high-poverty schools will exceed the proportion of the national teacher pool who teach in high-poverty schools—teachers from these schools were only slightly more likely than others to

participate in Eisenhower-funded activities.

The program's encouragement of continuous improvement processes in planning the use of Eisenhower funds has not resulted in widespread usage of performance indicators to guide this process.

Contact Information

Daniel F. Bonner
Group Leader
Office of Elementary and Secondary Education
Department of Education
400 Maryland Ave., SW
Room #E304
Washington, DC 20202
Phone: 202- 260-2517
Fax: 202-205-5630
Email: Daniel_Bonner@ed.gov
URL: www.ed.gov

LONG BEACH EDUCATION PARTNERSHIP

Purpose and Goals

In order to improve the quality of teaching and learning in Long Beach, California, Long Beach Unified School District (LBUSD), Long Beach City College (LBCC), and California State University at Long Beach (CSULB) have joined in a collaborative effort known as the Long Beach Education Partnership. The Partnership is engaged in a process of systemic change designed around a seamless, K-18 approach to education. The work of all institutions is focused on academic content standards, learning methodology, and assessment; and rethinks preparation and continued professional development of K-12 teachers and college faculty. All levels of teacher development are addressed, from ensuring that students graduating from LBUSD are prepared for higher education, including teacher preparation programs, through preparation, induction and continued professional development for experienced teachers.

Auspices, Partners, and Sponsors

The leadership of all three institutions participates in the development of the partnership, as well as approves and provides resources for the systemic commitment involved. The Seamless Education Steering Committee facilitates communication regarding the strategic direction for systems reform by including all interested parties in the decision making process. Members of the Steering Committee include the President, Provost and Deans of several colleges at CSULB; the President, Deans of several academic departments, and instructors at LBCC; the superintendent of Schools, the Deputy and all Assistant Superintendents, a member of the Board of Education, and teachers from LBUSD; and the President of the Teacher's Association of Long Beach; and the California Faculty Association. In the early years of the Partnership a nonprofit organization was established to manage its operations. After several years the leadership of the institutions decided to incorporate the management component directly into the collaboration itself within the education institutions. The Long Beach Education Partnership office resides in the Central Office of the school district.

Program Design and Structure

In collaboration, the Partnership offers a multitude of initiatives to meet the district's goal of preparing students for higher education and the world of work. Initiatives are organized by all three institutions. The lead institution of an initiative is the one whose system will change the most because of if. Several examples of professional development initiatives include:

- **Integrated Teacher Education Program (ITEP).** Led by CSULB and funded by a grant from the James L. Knight Foundation, the Partnership has developed a standards-based approach to the university's Liberal Studies program. Previously, after finishing a four-year program in Liberal Studies, a student would begin a fifth year in education in pursuit of an elementary education credential. The new

program integrates the Liberal Studies major with the education requirements, allowing completion in 4 years.

- **Teaching and Learning Communities (TLCs).** LBCC created a program for its students who plan to transfer into a Liberal Studies program at a four-year college, particularly CSULB's ITEP program. Cohorts of students work together with LBCC faculty throughout their time at the college on coursework that is aligned with the Liberal Studies curriculum to allow students to transfer to a four-year program without the need for remediation. A counselor has also been assigned to work with each TLC.

- **Teacher Warranty Program.** First year teachers who graduated from CSULB or schools in which they work that are in the university's service area may contact the School of Education to request support and assistance. Teachers with preliminary certification from CSULB and teaching in the subject area of his/her credential meet with a professor and develop an individualized assistance plan. The service is free to the teacher and school district.

- **Seamless Education Mathematics.** CSULB math professors conduct Middle School Algebra Workshops for teachers including five-day summer institutes and four days during the school year in which professors spend time in the participating teachers' classrooms. CSULB faculty work under the auspices of The National Faculty, an organization dedicated to providing content area professional development to K-12 teachers through college and university faculty. Federal Eisenhower funds are used to pay substitutes for this time.

History and Development

In the early 1990's the city of Long Beach experienced several serious changes and difficulties. The McDonnell Corporation aerospace plant closed, leaving 17,000 people unemployed. The Long Beach Naval station and shipyard were closed, leaving an additional 5,000 unemployed. School district standardized test scores were low. Half of the student population were, and continue to be, English language learners. Two thirds of the students qualify for free and reduced lunches, placing them under the poverty line established at a federal level. All this, combined with the civil unrest resulting from the verdict in the Rodney King trial, caused city leaders to consider ways to improve the community.

The mayor designated a task force to assess what things most concerned the citizens of Long Beach. When the results of the surveys came back the leadership realized the three most important issues—economic development, public safety, and education—were all inter-related. As a result of the mayor's task force, the Long Beach Community Partnership was created with three leadership committees to focus on the three broad issues identified in the survey. Strategic planning on education reform began in 1994 when a well respected community leader brought together the leaders of the three education institutions in the city

to discuss how they could work together to improve student achievement and test scores. Work began to align entry and exit expectations and to remove barriers to collaboration between the three institutions. In 1998, the Long Beach Education Partnership became a separate entity from the Long Beach Community Partnership, as the work on education had become so large it was a challenge to manage all three issues under one umbrella organization.

Over time the Partnership has become an indistinguishable part of all three institutions. Roles in the partnership are specified in the job descriptions of leaders, administrators, and other contributors of the institutions. Candidates for university faculty and school district administration are specifically asked about their willingness, ability, and experience in working in a partnership.

Costs, Resources, and Financing

Programmatic and reform needs drive all of the partnership efforts. From the outset, members of the Long Beach Education Partnership agreed to work together on what needed to be accomplished to help improve student achievement, and to try to find the funds to accomplish those goals from within their organizations before seeking outside support.

LBUSD contributes over $100,000 annually for salaries and benefits of Partnership staff and other administrative costs. Costs of several of the Partnership initiatives are unknown because support is in-kind. For example, the costs of the ITEP program are covered by CSULB in the form of salaries paid to faculty who work on revising the teacher preparation program. The same is true of the Teaching and Learning Communities at LBCC.

The Partnership has also attracted outside funders to support its work. Grant funding for the 2000-2001 school year totals almost $4 million. Most grant money goes directly to support a specific initiative and is managed by the lead institution on that particular initiative. However, organizations such as Boeing and NEA provide on-going support which is administered through the Partnership office itself. The grant support from the Arthur Vining Davis Foundation for the Seamless Mathematics initiative goes directly to The National Faculty; the amount is unknown by Partnership staff.

Results

Long Beach Unified School District uses several different measures to monitor the progress of its students, including state standardized tests and local benchmark measures. The district groups achievement into two categories, basic skills and the level of academic challenge secondary students assume. Basic skills are measured by the SAT-9, the state's standardized test, and a local benchmark reading evaluation. The district has seen improvement on SAT-9 scores in reading and math for all grades. The reading skills evaluations of first and third graders show increases in the percent of students reading at or above grade level in both grades. California requires individual schools to increase student achievement and uses The Academic Performance Index to establish the baseline criteria to measure improvement. In Long Beach, 78% of the schools met or exceeded required improvement levels; however, the state average was only 70% of schools.

Improvement for students at the secondary level is measured by the level of academic challenge students assume and their rate of success. For example, the district has doubled the number of students taking Golden State Examinations, voluntary state achievement tests. The percentage of students taking the SAT has increased over the last ten years from 27.5% to 35.1%. There also has been an increase in the number of students taking and passing upper-level math courses required for enrollment in California State Universities.

Enrollment of LBUSD students at CSULB has been increasing and students have demonstrated measurable increases in persistence through general education requirements. More minority students are enrolling and persisting in higher education as well. In comparison with students from surrounding districts, other districts within Los Angeles County, and those within the more suburban Orange County, LBUSD student have consistent fallen in the middle of university performance indicators. Examples include performance on tests of English and math readiness, completion of general education English and math courses, average freshman year grade point average, and four-year persistence of first time freshman.

LBUSD has also experienced a significant decrease in its dropout rate over the last four years, from 11.2% in 1994-95 school year to 3.5% in the 1998-99 school year. The Academic Performance Index (API), a measure used to compare the success of similar schools within the state, shows 69 of 82 LBUSD schools scored above the median for schools in their group.

Sustaining, Scaling Up, and Replicating

The Partnership has become an institution in Long Beach. Examples of initiatives that are planned for the future include:

- All teachers are teachers of writing. Teachers and faculty in all major subject areas are working together to develop skills in the teaching of writing in those subject areas.

- California Academic Partnership Program (CAPP). All three institutions will work together to target middle school age students with a grade point average of between 2.0 and 2.9 to receive additional academic support in preparation for college.

- College of Engineering participation. The College of Engineering has offered its expertise in computer science to assist in teacher preparation and K-12 teachers and students.

Lessons Learned

The most important factor to the success of the Long Beach Education Partnership is collaborative mentality that has helped forge the cooperative relationships used to work toward the common goal of preparing students for higher education and the world of work. The development of this collaborative mentality is credited to stability of leadership and executive staff of the cooperating institutions, and support from the teacher's union, school board and other elected officials, and local business.

Early challenges to success involved the Partnership's difficulty in articulating the spirit of collaboration that the three institutions had forged. Partnership staff explain that it was difficult for others to understand and believe the degree of cooperation of the members of the Partnership. The years the Partnership was a separate nonprofit organization were challenging because there was not a stable source of funding for the Partnership staff, and constant concern for financial support to fund the Partnership inhibited its work. Perhaps the most persistent challenge has been finding enough time for educators to work together. For the most part, work done by teachers on the planning and development of initiatives is added to assignments without compensation.

Contact Information

Judy Seal
Administrator
K-16 Collaborations and External Programs
Phone: 562-997-8057
Fax: 562-997-8601
Email: jseal@lbusd.k12.ca.us

MAKING MIDDLE GRADES MATTER

Purpose and Goals

Making Middle Grades Matter (MMGM) is a Southern Regional Education Board (SREB)-led consortium of 13 states and 40 schools designed to accelerate student achievement in the middle grades.

Auspices, Sponsors, and Partners

MMGM is funded by the Edna McConnell Clark Foundation as well as by participating states. SREB staff determines how Clark funds will be used; states and/or schools determine how, within the confines of action plans created to improve student learning as part of MMGM, their funding support will be used.

Program Design and Structure

MMGM is a comprehensive reform initiative which focuses on middle grades. The foundation of the reform initiative is a ten-point framework that identifies key elements of effective schools - schools which foster engaging practice and support every student in understanding challenging academic content. The framework requires that each school site have an academic core curriculum that is aligned with rigorous content and performance standards. While SREB has identified benchmarks for what a rigorous curriculum looks like, it does not dictate curriculum. That is determined at the local or state level. Beyond a rigorous curriculum, components of the framework include: a belief that all students matter and that every student can, with appropriate assistance, learn to high standards; an expectation that teachers will be knowledgeable in content area and skilled in pedagogy; using data on teacher and school as well as student performance to affirm or alter practices to support greater student learning; and incorporating varied and engaging learning activities, including technology-based ones, that are linked to challenging content into classroom practice.

Having developed the framework and strategies, SREB invited all 16 SREB states[7] to participate in MMGM. Participation was contingent on states meeting certain requirements, including a commitment to provide each participating school with extra resources of about $10,000 annually to support assessment and work at the school site. States were also required to designate a staff person at the state education agency as being responsible for middle grades. Few SREB states had a full-time staff person responsible for the middle grades who provided information to, monitored, and assisted middle schools. Thirteen states[8] agreed to all requirements and are participating in MMGM.

States were able to select participating schools at their own discretion. Several states identified low-performing schools, seeing in MMGM an opportunity to improve them. Other states used RFPs to identify schools. Others used different selection processes. In total, 28

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[7] The 16 SREB states are: Alabama, Arkansas, Delaware, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, and West Virginia.

[8] The three states that are not participating are Florida, Oklahoma and Texas.

schools were selected to participate in MMGM at its origination. Because the selection process varied by state, the characteristics of schools also vary. Some serve many children who are low-income or minority, while at other schools, the majority of students are white and middle-income. School location also varies – including urban, suburban, and rural. At the request of states, the number of participating schools has since grown to 40.

SREB provides professional development to school staff through formal and informal means. It hosts multiple two-day professional development institutes annually. (During the 2000-01 academic year, SREB will hold three institutes.) School sites send teams to the institutes, including not only faculty and administrators from the school but often district staff as well. Institute topics vary by year but revolve around three common strands: curriculum, instruction, and guidance. Topics remain the same throughout the year so that participants are able to build on what they are learning, apply it in their classrooms and schools, and have opportunities to reflect on and analyze the results. Institute sessions are facilitated by experts and the learning exercises participants engage in are interactive. Between institutes, participants are able to contact session leaders via email or phone to discuss ongoing work that grows out of the sessions.

Specific topics covered at the institutes respond to requests from schools as well as to needs identified during three-day technical assistance site visits made jointly by SREB staff, faculty and administrators from elementary schools that feed and high schools that are fed by the middle school, parents, and school board members.

The site visits serve several purposes. They are a mechanism to conduct a preliminary assessment of a school's strengths and challenges. The assessment forms the basis of a three-year action plan developed by middle school personnel that outlines specific steps to accelerating student achievement. Follow-up site visits are made to monitor and assess the middle school's progress in implementing the plan. The visits also provide opportunities for SREB staff to provide advice and guidance on specific issues.

There are also less formal mechanisms by which SREB provides professional development. It compiles and disseminates information on best practices and SREB staff is accessible to schools to provide advice and assistance on an as-needed basis.

In addition to the professional development provided directly by SREB, schools typically use the majority of the funds states are required to provide to them to support their participation in MMGM for professional development. SREB does not dictate how those funds should be deployed, leaving it to the discretion of school faculty and administrators to determine how it can be used to best further implementation of their action plans.

History and Development

SREB and the Edna McConnell Clark Foundation jointly initiated MMGM in 1997 to bring attention to what was happening – or more accurately what was not happening – to middle school students. Through the 1990s, the push to improve public schools – primarily through standards and accountability measures – gained momentum. States were paying close attention to what was going into public schools, and investing in such initiatives as early reading programs at elementary schools, and to what was coming out of them as evidenced

by new high school exit exams. Middle schools were, in many regards, the forgotten piece. Little attention was paid to middle schools and little was known about what was happening in them. Comparisons of student achievement between American middle school students and their peers around the world emphasized this oversight. In the early years of schooling, American students generally do as well as their international peers on measures of achievement; by the middle grades years, however, American students have fallen behind their peers around the world. SREB staff had also noted that the drop-out rate among ninth and tenth graders in SREB states was high, indicating, at least in part, that many students were not getting the preparation they needed in middle school to be successful in high school. Having identified a significant need that was going unaddressed, SREB joined with the Edna McConnell Clark Foundation, which had been an early voice in advocating for and supporting middle grades reform, to initiate MMGM.

In developing MMGM, SREB staff drew upon another of its programs, High Schools that Work (HSTW). HSTW provides schools with a framework of goals, essential conditions, and best practices for improving student learning. The program, which began in 1987 with 28 school sites in 13 states, has grown to 1,100 sites in 26 states. Through HSTW, SREB staff, among other things, help school sites develop an action plan for improvement and provide technical assistance and professional development.

Costs, Resources, and Financing

MMGM is funded by the Edna McConnell Clark Foundation and by participating states. Clark is providing $1.1 million over three years (1999-2002) to SREB. As each state commits to spending approximately $10,000 per participating school each year, the total annual contribution by states is $400,000. According to SREB estimates, approximately one-third or $363,000 of Clark funding is spent on the professional development activities that SREB provides, primarily the professional development institutes. SREB staff also reports that the majority of state funding to school sites is spent on professional development in accordance with school action plan; they could not, however, provide an estimate of the amount. Tracking of state funds is limited to SREB's requirement that schools report how the state funding was used to contribute to improved achievement.

Results

Given the newness of MMGM, it is premature to link it to specific improvement in student achievement. SREB has, however, developed indicators of progress for each of the ten framework points. Indicators include such things as requiring all students to read at least 25 books annually and all 8th graders to complete pre-Algebra as a minimum. Schools are evaluated regularly on these indicators.

SREB has also developed a NAEP-based exam, given biannually, to assess student proficiency. In addition, SREB has developed surveys for students, teachers, and principals to gauge their perceptions of what is happening in classrooms and in schools and to capture changes teachers may be making in their practice. These surveys are aligned with the NAEP-based exam.

MMGM was designed to incorporate a research component. Relative to elementary and high schools, little research has been conducted on the specific challenges of middle schools or on how those challenges can be effectively addressed. In addition to accelerating student achievement in the selected school sites, the purpose of MMGM is – by collecting and analyzing data and field experiences – to expand the body of knowledge around middle grades and to translate this knowledge into useful information for policymakers.

Beyond quantitative indicators of student achievement, SREB staff sees recent state action to address the needs of middle schools as an outcome of MMGM. More states are examining or are taking action on middle grades. Kentucky, for example, focused its state education agency-run summer professional development institute on middle grades during 2000. The West Virginia Department of Education has assigned staff to work with 38 middle school sites across the state to ensure that instructional practice is aligned with students' curriculum and performance standards.

Sustaining, Scaling Up, and Replicating

Although current Clark funding ends in 2002 and will not be renewed due to programmatic changes at the foundation, SREB does not view MMGM as a short-term initiative. SREB staff anticipates that this will be a long-term effort (ten or more years), and that they will be successful in raising additional funds to sustain it. They also are not limiting the amount of time that they will work with individual school sites even though school action plans are three-year plans.

SREB does not have plans to replicate MMGM. It hopes, however, to be a critical resource for others who may be contemplating a reform effort focused on middle grades. To serve as a critical resource, SREB had incorporated research and dissemination elements into MMGM. It is hopeful that, in identifying effective strategies for improving middles schools – including characteristics of effective professional development for middle school faculty – and broadly disseminating that information to educators and policymakers, states will develop and implement policies and programs that promote middle school reform. Currently, a plan is under development to assist states to scale up reform efforts at school sites to the statewide level.

In addition, SREB staff reports that they are receiving considerable pressure from states to implement MMGM in middle schools that feed high schools already participating in HSTW. SREB sees this as a natural connection and a powerful one as it believes that neither institution, operating alone, is fully capable of realizing completely the possible transformation in student learning they might if working collaboratively. Before SREB moves to connect the two initiatives and participating schools, however, it wishes to more fully test MMGM as a model for reform. Even so, SREB does anticipate linking MMGM and HSTW sites in the future.

Lessons Learned

One of the most significant challenges that MMGM has faced has been getting faculty at middle schools and high schools to talk to each other. Even when they share the same

campus, they rarely communicate and are quick to assign blame for poor student performance to one another when they do. The failure to communicate greatly impedes efforts to improve student learning and to identify areas in which teachers need to strengthen their skills or knowledge.

Middle schools also struggle with considerable turnover both in leadership and in faculty, more so than at elementary and high schools. Many teachers view their time in middle schools as waiting periods until a position opens up in an elementary school or in a subject area in a high school. They are, therefore, not invested in developing in-depth knowledge about early adolescents and how best to interact with and teach them. School leadership is also very unstable. It is common for assistant principals in high schools to be given the principalship at a middle school as a trial run. If they successfully run a middle school, the assumption is that they can successfully run a high school. This instability makes it very difficult to sustain any kind of change effort including professional development – particularly ongoing, intensive professional development.

MMGM staff has also had to work to break down negative beliefs that many middle school faculty and staff have about middle schools. It has been the experience of MMGM that many middle school teachers are skeptical of the notion that all students can learn. Many teachers see questions of poverty, little or no parental involvement, race and other characteristics commonly used to define students as insurmountable hurdles to learning. Equally debilitating, other teachers focus on the social and emotional transitions that early adolescents are going through to the exclusion of academic rigor. These kinds of beliefs can and often do prevent middle school teachers and leaders from reflecting on their practice and connecting it with strategies to improve student achievement.

Contact Information

Sondra S. Cooney
Director, Making Middle Grades Matter
SREB
592 10th Street, NW
Atlanta, GA 30318
Phone: 404-875-9211, ext. 274
Email: sondra.cooney@sreb.org

NATIONAL WRITING PROJECT

Purpose and Goals

The mission of the National Writing Project (NWP) is to improve the teaching of writing and improve learning in the nation's schools. It is a teacher-centered professional development project serving teachers and students at public and private institutions and at all levels of instruction through a teachers-teaching-teachers model. The NWP promotes writing and the teaching of writing based on key research findings and other writings, as well as learnings from the classroom practices of effective teachers.

Auspices, Sponsors, and Partners

The National Writing Project is a network of local writing projects with a national connection. Local writing projects develop and implement professional development activities and programs to foster improvements in teaching and learning of writing that are specific to their context.

All writing projects are sponsored by and housed in local universities. They are co-directed by a university faculty member and a K-12 teacher. The National Writing Project funds local writing projects based on an annual proposal process. It supports the sites and directors through a variety of mechanisms including cross-site networks, research projects and targeted initiatives, and disseminates learnings.

Program Design and Structure

Core local site activities are:

- **Summer Institute.** Local writing projects sponsor invitational summer institutes for 20-25 successful teachers per site. During these four to five-week long summer institutes, the teachers examine their classroom practice, conduct research, and develop their own writing skills.

- **Inservice Programs.** During the school year, these teachers provide professional development for other teachers in their schools and communities. This professional development includes giving workshops that occur in a variety of forums and address a range of topics, working in colleagues' classrooms as coaches, and conducting research in their own classrooms. Inservice workshops are offered in series (e.g., in 10 to 15 sessions, or over an intensive two to three-day period), not as single sessions. The distinguishing feature of these programs is teachers teaching teachers.

- **Continuity Programs.** As local writing projects develop, they offer teachers in their area a range of programs for continued learning and support. Examples include monthly Saturday meetings that are open to all teachers, advanced summer institutes, teacher research groups, programs for teachers with common interests, and university seminar series.

The National Writing Project has created a number of special-focus networks for teachers across the country who share similar challenges in their classrooms and communities. These include the English Language Learners Network, the Rural Sites Network, and the Urban Sites Network. It also runs several research and other special projects that support the sites and the teaching and learning of writing.

History and Development

NWP began in 1974 with one site, the Bay Area Writing Project, based at the University of California, Berkeley. The vision of the founder, Jim Gray, was to turn the body of knowledge and expertise that existed in classrooms everywhere into a model for professional development. The project was aimed at providing a community for teachers who were too often isolated in their classrooms and, in so doing, to build the intellectual and social capital for improving the teaching of writing.

NWP has grown to about 170 sites at colleges and universities in 49 states and Puerto Rico. Its budget has also grown steadily over this time. It was originally funded through a variety of foundation or government grants, including 11 years of grants from the National Endowment for the Humanities, six years of grants from Carnegie Corporation, and nine years of grants from the Andrew Mellon Foundation. Since 1991, NWP has received funding through a direct Congressional appropriation.

Costs, Resources, and Financing

NWP's appropriation is authorized under ESEA Title X (Improving America's Schools) and administered through OERI. Over the past six years, the amount has grown from $2.9 million to $10 million annually. NWP receives additional support from national and local foundations and individual contributors. For example, to support its total budget of about $5.5 million for FY99, NWP received $4.75 million in federal assistance, as well as about $400,000 in contributions from other sources and $70,000 from publications and interest income. The increase in federal funding has allowed NWP to raise the basic grants to local writing projects and to develop and fund special networks, research, and initiatives.

Ninety percent of the federal funds are used for programming; there is a 10% cap on administrative expenditures. The federal funds are used to pay teachers—both to attend the summer institutes and for stipends during the school year while they are conducting workshops for other teachers. The federal dollars also fund the operation of the national networks, and quality control, technical assistance, assessment, and evaluation activities.

Local writing project budgets range from under $60,000 to about $1 million. Currently, each project receives $25,000 from the NWP. As the local grantee, the university is required to match the NWP funds at least dollar for dollar. This match generally takes the form of release time for the professor leading the project, as well as associated office and equipment costs. A modest amount of secretarial or graduate assistant support is sometimes also included. On average, total local funds, including those raised through payments by school districts for professional development services, match federal dollars at a 6:1 ratio, although, as indicated by the range of budget sizes, this ratio varies greatly across sites. Counted

against the total number of contact hours for the more than 100,000 teachers served every year, NWP claims to deliver professional development to teachers at a cost to the federal government of less than $1 per hour per person.

School districts purchase professional development services from the writing project in their area. The pricing is done locally, but usually the teachers are paid at an adjunct professor rate for their time in preparing and conducting the training. Local funds used include public state and school district education funds, as well as private sources such as foundation grants. In addition, districts often use federal funds, including Title I, Eisenhower, or Comprehensive School Reform Demonstration grants, to pay for the services. The local writing project may suggest funding sources that can be used based on what other districts have done.

One financing challenge for the National Writing Project is the need to maintain the annual federal appropriation. NWP has received both Democratic and Republican support in the past and must lobby members of Congress and the Administration to ensure continued support. One threat to NWP's funding is a proposal to block-grant small education programs, leaving it up to states to decide how to spend the resources. This would eliminate NWP's specific federal appropriation and force it to compete for federal funds with other projects.

Results

Inverness Research Associates has just completed a five-year study (from 1994-1995 to 1998-1999) of local writing project sites relating to overall growth and capacity building. Growth in activities provided by local sites rose at a rate of 13% per year. Over the five-year period the number of participants increased on average 15-20% per year, from an average of 744 to 1,257 per site. Participant contact hours (the number of participants divided by the number of hours of participation) increased 20-25% per year. The combination of increased participation with increased contact hours suggests that depth is not being sacrificed for breadth of participation. Writing project sites have also maintained a fairly constant teacher leader:participant ratio of 12-15:1. With growing participation, stability of this ratio has meant constant site-level capacity building in terms of increasing the number of trained teacher leaders. The stability of this ratio also speaks to maintenance of the quality of programs since NWP programs have not had to dilute their work in order to increase the number of participants they reach.

Inverness Research Associates also collects annual survey data from local writing projects. It examines changes in teachers' practices, attitudes, leadership, and what classrooms look like. A study prepared for the Department of Education found participants rated their experience at local summer institutes very highly in overall quality and comparative quality. They also rated the program highly for its contribution to their understanding of the teaching of writing and its usefulness for their classrooms and students, as well as in the belief that the work will translate into improved skills for their students. The Academy for Educational Development (AED) is also in the first year of a national evaluation of the National Writing Project. It will examine 25 classrooms over four years.

Many research studies of local writing projects have reported significant academic gains among students of writing project teachers, as measured by writing assessments, standardized tests of reading and writing, grades, school attendance rates, course withdrawal rates, and college admissions. Examples include a 1990 UCLA study which found that Los Angeles area junior and senior high school students of writing project teachers scored an average of 41 percent higher than students of non-writing project teachers (an average score of 3.64 compared to 2.58) on a 6-point holistic scoring scale. Likewise, results from a Mississippi State University study showed significant improvement in student performance on statewide assessments in two rural Mississippi school districts that had implemented writing project programs district wide. In West Point School District and Kemper County School District, respectively, scores showed the most improvement in grades where teachers had participated in a writing project program a year before teachers in other grades or where every teacher participated in the program.

Sustaining, Scaling Up, and Replicating

NWP has grown significantly over time. Its goals are to continue to add 10 to 12 sites per year by working with the universities in each site to help them get funded. According to the NWP, growth depends on local leadership and their ability to meet NWP's standards during the annual proposal review process. While new projects are added each year, some are also defunded. Expansion of a local writing project will depend on the project's ability to successfully develop and market professional development to serve teachers, schools, and districts in its area. Local writing projects sometimes partner with other groups, such as state or regional professional development centers or other local higher education institutions, to accomplish their purpose.

NWP has been looked to as a model for developing professional development for teachers in other disciplines. The Math Project in New York City was built on the local Writing Project; the two are now run jointly by the Institute for Literacy Studies. Foundation and government leaders are also considering replicating the model in other disciplines, including math, science, and literature.

Lessons Learned

NWP attributes its success to several factors.

- Teachers as leaders. Teachers are co-leaders of each local initiative. Because they are on the ground, they help identify local school district needs. Teachers are also critical components of the in-service model of "teachers teaching teachers."

- Common goals. Because school districts contract with the local writing project for professional development, there is agreement on the goals of the professional development. Before proposing a package of services, writing project leaders seek out information to assess the district's needs and how the project can help it meet those needs (for instance, with meeting standards or providing special assistance in

teaching English language learners), while still staying within its core mission and expertise.

- Supportive environments. The NWP looks for and cultivates the support of the university administration in funding local projects. Local writing projects also look for supportive school administrators and schools that are a priority for the district when proposing their services.

Contact Information

Richard Sterling
Executive Director
National Writing Project
University of California
2105 Bancroft Way #1042
Berkeley, CA 94720-1042
Phone: 510-642-0963
Fax: 510-642-4545
Email: nwp@writingproject.org
URL: www.writingproject.org

NEW YORK CITY COMMUNITY DISTRICT #2

Purpose and Goals

The improvement of teaching and learning through professional development is the goal of Community District #2. This philosophy makes providing high quality instruction to each student the responsibility of all district staff. The approach to professional development is deliberate, comprehensive, and systematic. District administration recognizes the need for effective, structured, focused professional development to allow teachers and principals to provide high-quality instruction. Professional development is the primary objective of principals and teachers and the management strategy of all district administrators.

Auspices, Sponsors, and Partners

District #2 designs its own professional development initiatives. Implementation is carried out by district- and school-level staff as well as through partnerships with others outside the district. Funding comes from local and state general funds, federal grants such as Title I, and grants.

Program Design and Structure

The strategy for the improvement of teaching and learning is carried out through several different professional development models, which together create the professional development infrastructure of the district. Common to all of the district's professional development initiatives is the intention to create a community of learners in which all learn from the expertise of others. These initiatives, which are a few examples of the district's offerings, were initially developed and implemented to support the district's focus on improving literacy. Over the past few years the district has also begun to utilize these models to improve the teaching and learning of mathematics.

- **The Professional Development Laboratory**. Experienced teachers act as Resident Teachers, offering their classrooms as laboratories to other teachers who have applied to become Visiting Teachers. Visiting Teachers spend three weeks with Resident Teachers observing, learning and practicing new instructional techniques while Adjunct Teachers take over the Visiting Teachers' classrooms. The Lab is not a deficit model, but rather a growth potential model. A large number of teachers apply to become Visiting Teachers.

- **Distinguished Teacher Model**. Beginning three years ago, excellent teachers have been encouraged to go to the district's most at-risk schools and work intensively with one or two teachers. The distinguished teacher is responsible for the professional development of the teacher or teachers to whom he or she has been assigned as well as for the success of those teachers' students. The distinguished teacher also becomes part of the professional development team for the whole school. Distinguished teachers receive a $10,000 stipend. Currently, there are seven distinguished teachers within the district.

- **Instructional Consulting Services**. Consultants with expertise in particular instructional areas, particularly literacy and math, are contracted by the district to work with individuals and groups of teachers at their school site. The consultants are involved in the classroom coaching, modeling lessons, and processing with teachers. In addition, consultants provide on-site workshops and are active members of the school professional development team.

- **Intervisitation and Peer Networks**. The observation of other sites inside and outside the district is encouraged to expose teachers and principals to exemplary practices. Principals are provided with a mentor/buddy principal one or two days per month. There are additional opportunities to participate in support group networks and to enhance instructional knowledge through monthly principals' conferences.

- **Aspiring Leaders Program**. In order to meet the shortage of principals within the district, a partnership was established with Baruch College to prepare teachers nominated by principals for state administration certification. Along with required coursework, an extensive yearlong practicum was developed by District #2 principals. Upon completion of all requirements, newly certified administrators are placed as interim assistant principals within the district's schools.

- **Oversight and Principal Site Visits**. Each year every principal develops his or her goals and objectives and a professional development implementation plan is designed to achieve them. The implementation plans reflect district goals as well as school-level goals and serve as the basis for performance reviews and site visits. Top district administrators make formal visits to the schools to monitor progress toward district and school objectives.

The district also utilizes the Reading Recovery program, which requires extensive training in the model for teachers. The specially trained teachers provide one-on-one assistance and small group push-in support (additional teachers enter the classroom to provide assistance rather than pulling the students out) to students in first grade who are not reading at grade level.

History and Development

Faced with low student achievement when he became superintendent in 1987, Anthony Alvarado decided to focus on improving teaching and learning for all students, with literacy as the first instructional focus. Professional development became the tool to accomplish this goal. All district personnel have a clear understanding of the district objective—high quality instruction for all students through professional development. Because of high teacher and principal turnover in the early years of the reform process, the district was able to hire teachers and administrators who agreed with district philosophy. Having school and district staff who are sympathetic to the cause has allowed for flexibility and experimentation that

continue to be an asset in the ever-developing professional development offerings of District #2.

Costs, Resources, and Financing

The total estimated cost for all professional development in the district for school year 2001 is $8,376,455, which is approximately 8% of the total district budget. Estimated costs are as follows:

- Math Professional Development: $3,164,268
- Professional Development Laboratory: $291,365
- Distinguished Teacher Model: $532,609
- Consultants: $2,033,925
- Aspiring Leaders Program: $175,000
- Intervisitations: $223,735
- Reading Recovery: $1,955,553
- Oversight and Principal Site Visits are not budgeted separately. They are considered part of the job description and salaries of the administrators and principals.

The financing of professional development in District #2 is organized by initiative. A budget developed by the planning office in consultation with schools and the superintendent is submitted to the budget office, which determines the sources of funding to be utilized in support of the individual initiatives. In addition to local and state general funds, professional developments funding comes from federal Title I, II, VI and Goals 2000 funds. An NSF grant supports the district's work in math professional development.

One of the main challenges of District #2 is to ensure that there will be enough money to cover the necessary expenses of all the initiatives. At the school level, budgets allow for the hiring of teachers based on a fixed teacher:student ratio. Beyond that guaranteed amount, principals must make decisions on the balance of spending between support staff and professional development. At the district level, coping with funding inadequacies involves applying for grants to make ends meet or other creative solutions. For example, as a result of a budget shortfall in the 1999-2000 school year, the district decided to sell its highly requested professional development services to other districts, allowing it to raise $5 million of the $8 million needed for the year (another $2 million came from Title I funds).

Another significant challenge in financing the initiatives is flexibility in the allocation of funds. For District #2, flexibility is crucial to its initiative-focused approach to budgeting. Since the inception of the professional development approach to improving student

achievement, federal funding has become increasingly flexible. State-level funds continue to remain fairly inflexible by comparison. Funds for special education and second language learners are also used, but their requirements restrict permissible uses.

Results

District #2 uses test results from city and state examinations to rate the success of its strategy. When the professional development-focused reform strategy began, the district was ranked 15th in reading and math out of the 32 Community Schools Districts within New York City. District #2 is currently ranked 2nd in reading and 1st in math.

Student results from citywide tests are reported by achievement on a four-level scale. Seventy percent of District #2 students achieve at the highest two levels and there is consistent movement of students rating in the lower levels to the higher levels. The professional development strategy has also been successful in raising the level of professionalism felt by teachers about their work.

Sustaining, Scaling Up, and Replicating

Professional development offerings in District #2 are continually evolving and changing to meet the needs of students and staff. According to the Deputy Superintendent, the initiatives offered by the district will be sustained, as they are the cornerstones of the philosophy of providing high quality instruction.

However, there are several factors that may act to inhibit the district's ability to achieve its objectives and expand initiatives into other content areas.

- New York City offers lower salaries than surrounding areas, which affects the ability of all Community School Districts to compete for the most talented teachers. In addition, state law requires troubled schools to be staffed first among all city schools. The first round of interviews and hiring opportunities must go to the most troubled schools, forcing others to choose among later rounds of applicants.

- Flexibility of funding sources is an important concern for District #2 given its initiative-centered approach to budgeting. One funding source that the district has found particularly inflexible is special education funds. These funds have specific requirements for use that make it difficult for the district to use the money in support of its other initiatives.

- The district is also faced with lack of flexibility in education requirements for English language learners. The state mandates certain programs and methodology for English language acquisition by non-native speakers. District #2 administration believes that their literacy model is good for all levels of English learners and is frustrated by having to funnel resources away from an approach they think would be most effective.

- The district has expanded its curricular focus to building capacity in math using many of the same structures established for the literacy initiative. Because of difficulty in finding consultants to serve as instructional coaches, the district has developed a teacher leader model, in which teacher leaders are identified, receive professional development weekly and provide professional development to colleagues within their school. The challenge for scaling up in other curricular areas—science, for example—may be the same. This process of training teachers to train others makes improving instruction in the other curricular areas more expensive than it was under the initial literacy initiative.

Lessons Learned

According to District #2's top administration, the most significant factor affecting the success of its professional development strategy is strong, visionary leadership. District level administration is consistent and deliberate in their beliefs in the importance of good instruction and that all children can learn. The filtering down of those beliefs through the administration and teaching corps is necessary to achieve the systemic change for which this initiative strives.

Another aspect of the success of District #2 is its one-at-a-time, single-issue approach. In tackling one area for improvement at a time it is possible to focus all energy and resources for success in that one area. In addition, understanding that instructional change does not happen overnight is crucial. The district has shown that it is a process of awareness, planning, implementation and reflection.

Contact Information

Bea Johnstone
Deputy Superintendent
333 7th Avenue, 7th Floor
New York, New York 10001
Phone: 212-330-9400
Fax: 212-330-9480
Email: bjohnstone@boedistrict2.org

NORTH CAROLINA ASSOCIATION OF EDUCATORS—PROFESSIONAL DEVELOPMENT FOR NATIONAL BOARD CERTIFICATION CANDIDATES

Purpose and Goals

The North Carolina Association of Educators (NCAE) seeks to encourage more teachers to pursue certification from the National Board of Professional Teaching Standards (NBPTS) and to support them through the certification process. NCAE provides certification candidates, among other things, professional development opportunities that support the reflective learning that gaining certification requires.

The NBPTS has established rigorous standards for what accomplished teachers should know and be able to do and has created a voluntary system to assess and certify teachers who meet these standards. Certification has two components – a portfolio, which contains extensive evidence of teachers' work and their analytical reflection on it, and assessment center exercises, a full day of exercises to assess teachers' pedagogical and content knowledge. The certification process, which occurs over a year, is considered to be one of the most rigorous, labor-intensive, and time-consuming professional development experiences teachers can pursue. It also appears to be one that reaps significant benefits for those who gain certification and their students.

Research has shown that teachers who obtain national certification are more effective than non-certified teachers are. Among other characteristics, they possess greater content knowledge and are able to use it more flexibly and creatively, have a better understanding of why a student succeeds or fails at a given task, and are better able to develop age- and skill-level appropriate learning tasks that engage and challenge students. In addition, students of certified teachers have shown greater understanding – more coherence and higher level of abstraction – of concepts than students of non-certified teachers.

The NBPTS is currently developing re-certification or renewal requirements and a process for completing them. Establishing re-certification is a priority for NBPTS and it expects to release those requirements soon.

Auspices, Sponsors, and Partners

The professional development program for National Board Certification (NBC) candidates in North Carolina was conceived by NCAE, which is the North Carolina affiliate of the National Educators Association (NEA). It is part of NCAE's Teacher and Learning Center, which provides various professional development opportunities for NCAE members, and is run by NCAE staff. Funding for the program comes from NCAE and from NEA. NCAE staff makes all programmatic and fiscal decisions.

Program Design and Structure

NCAE's program for NBC candidates has four strands: recruit, inform, support and celebrate. The strands are closely interwoven and some pieces of the strands serve two or more purposes. Professional development activities are undertaken primarily via the support strand.

The success of each strand and, ultimately, the program is greatly dependent on teachers who have already attained certification and who volunteer to participate in or lead many of the NCAE support activities across the state. During the 2000-01 academic year, NCAE has identified approximately 150 certified teachers who are willing to provide voluntary support, through a variety of means, to their peers seeking certification.

In the fall, NCAE offers four regional "organizing" workshops for NBC candidates only; candidates attend one of the four. These day-long workshops offer professional development sessions that focus on content areas as well as sessions on building portfolios and other key process questions. Sessions are facilitated by NCAE staff, experts, and certified teachers. During the fall of 2000, about 900 of the approximately 2,000 teachers currently seeking certification in North Carolina participated in the workshops.

A follow-up workshop is held mid-year to help candidates assess their progress and plan their next steps. Sessions again combine process questions of assembling portfolios and strategies to prepare for the assessment center exercises with content area sessions. Approximately 300 candidates attend this mid-year session.

In late April and early May, NCAE holds ten workshops across the state to help candidates prepare for the assessment center. The assessment center exercises are formal, timed examinations. Many candidates have not had such experiences since their collegiate days; the workshops provide them with an opportunity to practice taking such exams. The NCAE assessment practice sessions provide an opportunity for members to gain insight into what to expect at the Sylvan Learning Center Assessment Day. The members are broken out into content areas and discuss age appropriate development and learning - due to the fact that, for example, a third grade teacher needs to reflect what play might be like for a three or four year old. The highlight of this practice session is a timed prompt created by NCAE staff to simulate the pressure of timed writing. Over 800 candidates attended these workshops during the 1999-2000 school year.

NCAE also provides candidates with access to already certified teachers. These teachers are a critical resource for NBC candidates and provide professional development through a variety of formal and informal means. These certified teachers - volunteers - often provide mentoring and assistance to candidates in their districts. Many also host sessions in their districts on topics ranging from general NBC information to content areas to putting together portfolios. Such meetings are also networking opportunities, connecting candidates in the same geographical areas to each other and providing another mechanism for support and feedback.

Candidates can also call upon certified teachers via a list-serve hosted by NCAE. Its users include not only NBC candidates and certified teachers but also NCAE staff, NEA staff, and staff from the National Board of Professional Teaching Standards (NBPTS). Through the list-serve, candidates are able to call upon their peers and experts for assistance on a multitude of topics related to certification. It is not uncommon for the list-serve to receive 40 - 50 questions a day. NCAE also operates a toll-free phone number that candidates can call for advice and information. In addition, NCAE devotes a portion of its monthly newsletter to

NBC - providing updates from the NBPTS and information on upcoming events as well as process and content needs of candidates.

History and Development

The NCAE National Board Certification Program was begun in 1993 largely as a result of changes in the political environment. Then-Governor Jim Hunt, a long-time education advocate and founding chair of the National Board of Professional Teaching standards, saw in the NBC process an opportunity to improve teacher quality in North Carolina. Wanting to promote certification, he pushed the North Carolina General Assembly to cover the cost of the NBC application, which they did and continue to do, as well as to provide a financial incentive for teachers to seek certification. In the early years, the state offered a one-time bonus of $500 for teachers who earned certification. NCAE was a prominent advocate for this legislation.

At the same time, North Carolina was one of the pilot areas for NBC (Charlotte-Mecklenberg for urban districts, Boone for rural). It was quickly evident to NCAE staff that teachers in the pilot needed support. The type of reflection and writing required for NBC was far different than anything teachers had ever been required to do (well beyond evaluations required by the state) and most struggled to understand and undertake the process. At the NCAE annual meeting that year, a day was added that focused on certification - it was far more popular than staff had anticipated. From the first day-long session in 1993 attended by approximately 40 teachers, the program has grown to serve about half of the 2,000 teachers in North Carolina that seek certification annually.

The popularity of NCAE's NBC program is due, in part, to the financial incentives the state provides for teachers to pursue certification. The North Carolina Department of Public Instruction (NCDPI) provides generous financial support for candidates. It pays for the NBC fee, currently $2,300, and will fund three release days so that candidates will have paid leave time to prepare their portfolios or for the assessment center. In addition, the base salaries, which are paid by the state, of teachers who attain certification increase by 12 percent. The state provides notification of the increase available through certification in the first paycheck each September. NCAE staff report, however, that teachers often are not sure what NBC is or the process for attaining it so they do not act upon notification.

Beyond these financial incentives, NCDPI offers little assistance because it does not have the capacity to do so. The NCDPI, like most other state education agencies, saw its budget cut and staff reduced during the past decade. The NCDPI staff person who coordinates candidates' applications has additional responsibilities unconnected to NBC.

NCAE provides ongoing support to candidates through the NBC process in part because there are limited opportunities for this kind of assistance at the statewide level. Only one other organization, the North Carolina Center for Advancement of Teaching (NCCAT) provides support on a statewide basis. Teachers apply to attend week-long seminars on a variety of topics. NCCAT is funded by the General Assembly; all participant expenses are covered by the state. Demand for this program is quite high. Staff at NCCAT and NCAE share information in developing or refining curriculum. In addition, a few districts have or

are implementing incentives and/or support strategies, including professional development opportunities, for teachers who are seeking certification. Several of these initiatives include partnerships with universities. These programs, however, are the exception. Most teachers pursuing certification are not provided with professional development opportunities through their districts that are directed to the type of in-depth examination of pedagogy and enhancement of content knowledge that NBC requires.

Costs, Resources, and Financing

NCAE receives $5,000 annually from NEA to fund its NBC support program. In addition, NCAE allocates $5,000 of its own budget, which is funded by membership dues, to NBC support. The program has a line-item budget of $10,000. This money is programmatic in that it funds such things as $150 stipends for teachers who facilitate or create the curriculum for sessions at the workshops, meeting space, and workshop materials. It does not include, however, salary costs for the NCAE staff who work on the program. None of the full-time staff works exclusively on the program but the program does require significant investment of their time, particularly in the weeks before a series of workshops. Staff does not track the time or other resources (office space, phones, fax, etc.) they spend on NBC support. Candidates are charged $15 for some of the workshops to help offset meeting space or refreshment charges but, aside from these nominal fees, all of the program elements are available at no cost to participants.

Results

As noted, preliminary research indicates that teachers who attain certification appear to possess the attributes of excellent teaching – including deep content knowledge, extensive pedagogical skills, flexibility and innovation in utilizing various pedagogical strategies, better ability to assess and understand students' failures or successes – to a greater degree than non-certified teachers. Students of certified teachers also show greater understanding of complex concepts than students taught by non-certified teachers.

The effect of certification on teachers who participate in NCAE's NBC program is uncertain, as is the impact of participation in the program on candidates. NCAE has not yet been able to undertake a systematic review of the program. It is, however, developing a database that will enable it to track the success of NBC candidates who participate in the workshops or otherwise utilize an NCAE resource in comparison to that of candidates who do not use any NCAE support strategies. In the absence of that database, quantitative information is not available. Successful candidates have indicated anecdotally, however, that they believe NCAE support has been critical to their success in attaining NBC.

NCAE administers surveys at each workshop to assess their efficacy. These surveys are used to refine the program.

It is unwise to assume causation and difficult to delineate the effect of the increased salary offered by the state from the support offered by NCAE in why so many teachers in North Carolina seek NBC. North Carolina does have, however, more teachers – 1,267 – who have earned certification than any other state.

Sustaining, Scaling Up, and Replicating

NCAE views its support program for NBC candidates as an ongoing, long-term effort. Staff has expressed concern, however, that NEA may not continue to fund the program but may choose, instead, to fund similar efforts by NEA affiliates in other states. NEA has supported NCAE's efforts since 1993 in large part because NCAE has been at the forefront of the NBC movement and has served as a model for other states, including Florida, Oklahoma, Georgia, West Virginia and South Carolina. NCAE staff has not been given reason to believe that NEA funding will be discontinued but they made it clear that they are highly reliant on it. NEA seems unlikely to discontinue funding, at least in the near future, as it regards NCAE's program quite highly and, as an NEA staff member commented, it has reaped considerable benefits from any funding it has provided to NCAE and relies on it to provide leadership to other NEA affiliates on NBC.

NEA hosts an annual meeting on NBC at which affiliates share information about their efforts. NCAE staff are not only participants at these meetings, they are usually presenters. NEA regularly highlights NCAE's NBC professional development efforts in its publications, including its newsletter. It also prepared a video on NCAE's NBC program, which it distributed to all of its affiliates across the nation. NEA has sent NCAE staff to various state and local affiliates to work with them on developing their own programs or has brought representatives from these other affiliates to North Carolina to witness first-hand what NCAE is doing. Some state or local affiliates have developed programs very similar to NCAE's; many states, though, rely on NCAE for guidance and shape specific professional development strategies for NBC candidates based on the particular context within those states – what support, financial or otherwise, state education agencies provide, membership needs, organizational priorities, and more.

NCAE staff continues to explore strategies to reach more teachers but they must do so within the confines of their limited budget. As noted, NCAE is greatly dependent on currently certified teachers to facilitate workshop sessions, offer informational sessions, provide one-on-one guidance and assistance to candidates, and a host of other tasks. These volunteers have been critical to the success of the program, but relying on volunteers as opposed to paid employees raises some challenges. For instance, in the 2001-02 year, the four regional fall workshops will be condensed into one because it has been difficult to find 20 volunteers to facilitate the various sessions on Saturdays during the football season. The winter workshop will be expanded to two days, however, to ensure that candidates get the hands-on work they need.

Lessons Learned

States have a significant role in encouraging teachers to pursue national board certification. It is unlikely that North Carolina would have as many certified teachers as it does if it did not cover the NBC application cost and increase salaries for those who earn certification. A missing actor thus far has been school districts. Though there is some progress, districts have been slow to develop incentives or support strategies for NBC candidates. A critical, ongoing need of candidates is time. NBC requires a significant investment of time by candidates.

Few districts or states provide paid leave for candidates to work on their portfolios or prepare for the assessment center exercises. Even in North Carolina, where the state does provide funding for that, teachers are often unable to take advantage of the benefit because their districts have difficulty finding substitutes. NEA affiliates could have a greater role in advocating to states and districts the need for candidates to have two - three days for preparation and to help develop strategies to implement this, so that even candidates in districts with a limited number of substitutes can take advantage of the time.

Contact Information

Angela Farthing
Manager
NCAE Center
P.O. Box 27347
Raleigh, NC 27611
Phone: 1-800-662-7924, ext. 230
Email: afarthing@nea.org

THE PRINCIPALS' CENTER

Purpose and Goals

The primary purpose of the Center is to support principals in becoming instructional leaders by engaging them in discussions and activities that will expand their knowledge of and result in exemplary practice so that they can, in turn, lead change in their home schools that will improve teaching and learning.

Auspices, Sponsors, and Partners

The Center is housed at the Harvard University School of Education; it does not receive any funding from Harvard although it does receive some in-kind support. With the exception of a small grant from a private foundation to support research, the Center relies on participant fees. Center staff, with input from an advisory board, make all programmatic and fiscal decisions.

Program Design and Structure

Summer Institutes

The centerpiece of the Center's curriculum is its summer institutes: Art and Craft of the Principalship (ACP) for aspiring and new principals; Leadership: An Evolving Vision (LEV) for experienced principals; and Focus on Accountability (FOA), which is being offered for the first time in 2001. ACP and LEV are intensive, 10-day sessions; FOA will be held over five days.

The curricula of ACP and LEV are relatively stable. Each focuses on four strands: adult development (supporting adult learning); issues of student efficacy (raising standards for students and teachers); supervision and evaluation; and phases of leadership. Center faculty make additions or refinements to the curricula in response to policy developments and to participant feedback.

FOA has been added to address the challenging demands that the standards-based reform movement, with its attendant focus on accountability and system of public rewards and penalties, requires of principals. The FOA curriculum has three pieces: instructional leadership, community engagement in support of reform, and aligning school resources to student achievement goals.

Learning activities at the institutes include extensive reading, discussions with experts and peers, small and large group collaborations, as well as reflection and writing. FOA participants will also be assigned projects based on their particular school environments.

Admission to each of the institutes is competitive. The director seeks people who have shown evidence that they want to further their knowledge and skills and are pursuing admission by choice rather than, as has happened periodically, because they are pushed to do so by central office staff. The director also tries to ensure that each institute cohort is diverse – that there are representatives of a broad cross-section of school environments – high minority, high poverty, concentrations of special education or ESL students, as well as urban, suburban and rural schools.

ACP and LEV each serve on average 125 participants annually; approximately 80 principals will participate in FOA this year. Participants are drawn not only from across the United States but from around the world.

Academic Year Programs

The Center also conducts several professional development programs during the academic year: Academic Year Institutes, Distinguished Authors, Faculty Luncheons, and Study Groups.

The Academic Year Institutes are held over one – two days. The topics covered are determined by the Center's Advisory Board, which is comprised mostly of practicing principals, and vary. During the 2000-01 year, institute topics are: Making the Paradigm Shift (exploring beliefs about which children, particularly minority children, can learn), Meeting the Standards, Creating the Humane School, and Face to Face: Mentoring Among Women of Different Backgrounds.

Through the Distinguished Authors program, principals are able to meet with leading experts who have written on a variety of educational issues that affect student success and well-being. These are short sessions, held over three hours.

Faculty Luncheons provide an opportunity for an exchange of information between researchers and practitioners. Principals are able to hear from faculty at the Graduate School of Education at Harvard University about the latest research on various topics and then to respond to these findings based on their own experiences. As with the Distinguished Authors program, these are short sessions, lasting an hour and a half to two hours.

The final academic year program is the Study Groups. These groups provide interested principals an opportunity to meet regularly during the year to discuss and share information as well as to support one another. They are usually facilitated by current principals although in some instances by other educators with expertise in topical areas. Issues addressed during the 2000-01 year are: Aspiring Principals, Full Service and Community Schools, Women in Leadership, Principals Focus on Student Learning, and Learning to Serve the Needs of Gay/Lesbian Students and Families.

Between 800 and 1,000 people participate in the academic year programs annually. Given their short duration, these programs are attended primarily by practitioners within the region.

History and Development

The Principals' Center was founded in 1981 to reduce isolation among local (Massachusetts but primarily Boston-area) principals. It was meant to provide a safe forum for principals to discuss openly the challenges of their jobs as well as to provide professional development. The response was so great – the need for this type of learning opportunity so extensive – that the Center quickly grew beyond this.

Costs, Resources, and Financing

With the exception of a small grant from the Spencer Foundation that supports limited

research, the Center is funded through participant fees; it does not receive any financial support from Harvard although it is able to take advantage of in-kind support such as access to the Graduate School of Education's library. In-kind support does not include the salaries of the Center's staff.

The fee for both ACP and LEV is $1,895, for FOA it is $1,750. The fees for academic year institutes range from $405 to $435 for members and $500 to $535 for non-members. (Practitioners can become members of the Principals' Center. Membership provides, among other things, a newsletter, specialized readings, privileges at the education library and media center, and reduced fee for academic year programs. Membership does not reduce fees for summer institutes. During the 2000-01 academic year, the cost of membership is $175 for Massachusetts residents and $135 for non-residents.) Members pay $60 and non-members $75 for the Distinguished Authors programs, and the fee for the Faculty Luncheon is $20 for members and $30 for non-members. Study Groups are free of charge.

Participants cover these fees in a variety of ways. Some school districts will pay participants' expenses, while some principals use professional development funds provided to their schools to cover costs. In several instances, foundations in a few states (e.g., Mississippi and Washington) have provided funding for principals from those states.

The Center director does not release annual operating costs as a matter of policy.

Results

During the summer of 2001, the Center will hold its first alumni institute, which all alumni have been invited to attend. A primary reason for doing so is to survey them about how they have changed their practice as a result of knowledge and skills they have gained at the Center and how student success has increased as a consequence. This will be the first attempt to connect participants' experience with the Center to specific outcomes.

The Center does, however, evaluate all of its programs. Every participant in the summer institutes completes a ten-page assessment of their experiences; participant responses have been consistently positive.

The Center's director also sees the continuing popularity of the program as evidence of its ongoing value. Consistently, more people apply for the summer institutes than can be accepted and many participants in the LEV first attended the ACP.

Sustaining, Scaling Up, and Replicating

The Principals' Center will be sustained so long as there is demand for it. As a matter of policy, Harvard will not fund the program; it must be financially independent. There is, thus far, no reason to believe that demand will diminish in the near future.

The Center's director would like to expand the program. Currently there is no follow-up to any of the summer institutes. The director would like to be able to provide support and technical assistance to participants after they return to their school sites. She would also like to expand the Center's research capacity and offer more written support – through journals and newsletters – to participants. Such efforts would likely be funded via philanthropic support; the director has not yet sought such support.

Although the Center does not formally advocate for or assist in their creation, there are now approximately 80 principal centers around the world; about 70 of them are in the United States and the remainder are overseas. Some, like the Center at Harvard, are located at universities but many are operated under other auspices. Many were begun by people who had participated in one of the institutes or who had visited the Center. Center staff does provide informal advice and hosts the International Network of Principals' Centers. The network provides foremost a way for principals' centers to stay connected to one another electronically. There is also an annual meeting, a newsletter and a journal – all of which address the challenges principals face in improving teaching and learning.

Lessons Learned

Aside from the prestige from being part of Harvard University, the Center has been successful because it bridges the gap between theory and practice. It responds directly to the immediate challenges that practitioners face in their classrooms and schools and draws upon research-based, best practices to do so. The lack of follow-up support may, however, limit the effect of the programs as participants struggle to make use of new knowledge and implement new skills.

Contact Information

Dr. Mildred Collins Pierce
Director
The Principals' Center
Harvard Graduate School of Education
8 Story Street, Lower Level
Cambridge, MA 02138
Phone: 617- 495-1825
Email: principals@gse.harvard.edu

SAINT PAUL PUBLIC SCHOOLS—THE LEADERSHIP INSTITUTE

Purpose and Goals

The Leadership Institute for aspiring principals in St. Paul, MN was created in response to the overall reform agenda in Saint Paul Public Schools. The district-run Institute is a five week long intensive professional development experience that prepares all future principals to successfully fulfill the district's aggressive reform agenda, which includes a standards-based environment with strict accountability, rigorous school plans, site-based decision making and the end of social promotion.

The Leadership Institute seeks out those people whose goal it is to become a principal in Saint Paul Public Schools to participate in the Institute. Many participants, or Leadership Fellows, are practicing assistant principals. However, this professional development opportunity is also deliberately extended to non-traditional candidates, people from the business sector, women and people of color and teacher leaders, in an effort to take a long-term systemic approach to the problem of the leadership shortage in St. Paul, which mirrors the national leadership shortage.

Auspices, Sponsors, and Partners

The Leadership Institute is a directive of the Superintendent of Saint Paul Public Schools and the Board of Education. The School District's Assistant Superintendent for Special Projects is the Director of the Leadership Institute. The Director, working with a contracted consultant from the LAUNCH professional development program in Chicago, and a team of experienced Saint Paul principals designed the activities and structure of the Leadership Institute.

Robins, Kaplan, Miller and Ciresi Foundation, a local philanthropic foundation, provides direct funding for the Leadership Institute. Additional funding comes from a portion of a grant from the McKnight Foundation to Saint Paul Schools for the purposes of supporting site-based management at each of the school sites. Saint Paul Schools also supports the Leadership Institute with a variety of in-kind supports and services that are not separately budgeted for the Institute.

Program Design and Structure

The Leadership Institute directly aligns the district-wide reform efforts of raising the student achievement of all students and closing the gap for children of color and children in poverty. The Leadership Institute provides professional development in the areas of instructional knowledge that principals must have in Saint Paul today, including the knowledge to create smaller learning communities with staff and transform each classroom into rigorous, standards-based environments. Participants also learn quality management techniques, as a way to evaluate, monitor and adjust district goals. Finally, Institute Fellows are provided experiences that help them deepen their own ability to lead diverse groups of people through rapid change.

Participation in a five week-long professional development Institute is a huge system

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shift in the way that principals are trained and selected. The Leadership Institute aims to attract those seeking to be principals with the Saint Paul Public Schools. Applications are sent to district employees, residents of the school district, community agencies, and various state organizations. The Institute Fellows undergo a rigorous application process including a written application and an interview. They are selected and notified by March if they are accepted in the Leadership Institute beginning that summer.

The Leadership Institute meets for three weeks during the summer and for a total of two more weeks during the school year. Professional development during the summer focuses on three modules: 1) the vision that all students can learn, 2) instructional leadership, including assessment and monitoring, and 3) personal qualities needed to lead change. The first week of the three-week summer portion of the Leadership Institute is residential at a conference center 50 miles south of the twin cities. The remainder of the two weeks in the summer, the monthly sessions, and regular meetings with mentors are held locally in schools. During the school year, Institute fellows meet one day a month to focus on the reform efforts initiated by the Saint Paul Public Schools. Participants choose one reform effort, receive district technical support to achieve their goal, and make a formal presentation of their accomplishments in the spring of the year. Institute Fellows also meet monthly with experienced principal mentors, either one-on-one or as a small learning circle.

For the last two years there have been an average of 75 applicants. Leadership Institute 2000 accepted 23 participants and Leadership Institute 2001 accepted 28 participants. From the first group 10 were chosen as first-year principals by individual school site councils for 10 available principal vacancies. Five were chosen as new assistant principals.

History and Development

In 1999, newly-hired Superintendent of Saint Paul Public Schools, Dr. Patricia Harvey, had a mandate from the Board of Education to begin a reform agenda including strict accountability for all schools, programs and staff. With this reform agenda she initiated the Leadership Institute. Dr. Harvey appointed the Assistant Superintendent for Special Projects to be the director of the Leadership Institute and contracted the Director of the LAUNCH program, a local professional development organization in Chicago, to consult. Saint Paul principals were invited to nominate principals to serve on a Design Team to work with the consultant and Director to create the Leadership Institute. The design for the first Leadership Institute began in January 2000. The first day of actual participation in the Leadership Institute 2000 was June 25, 2000.

Costs, Resources, and Financing

Although the Leadership Institute is part of Saint Paul Public Schools, it has a "fully financed budget," which means that the district designates a separate budget for the initiative. Robins, Kaplan, Miller and Ciresi Foundation (RKMC), the McKnight Foundation and in-kind support from the school district finance the program. A $300,000 18-month grant from the RKMC Foundation pays for the director of the Leadership Institute, the residential facility, the Design Team, Institute presenters, food, materials, books, and printing. The McKnight

Foundation funds $25,000 in programmatic costs. Saint Paul Public School's contributions include clerical support, facilities, and the time and experience of staff in various departments for program development. The participants are required to pay for their books and materials, which equals about $200.

The total cost for the Leadership Institute for the first year and a half was $300,000, not including the school district contributions. The unit cost (per participant) was $13,435. However, the cost per unit is expected to decrease because the costs of initial professional development planning budget in the first year will be spread out over time. Also, the number of participants increased in year two, so the per unit cost is closer to $9,643 in 2001.

The majority of the funding for the Leadership Institute is time-limited. The funding from the RKMC Foundation is for 18 months, ending in July 2001, and The McKnight commitment is for a 2½ year period, ending in July 2002. This poses a significant challenge for the Leadership Institute. The leaders of the Institute must find alternative sources of funding to sustain the initiative. Also, Minnesota is reducing the total funding for public education and Saint Paul Public Schools is facing a declining enrollment. Given these issues, the leaders of the Leadership Institute project a funding shortfall for the next two years.

Results

Attracting and maintaining high quality diverse administrators is one of the goals of the Leadership Institute. Two of the 23 participants in the Institute's first year were from the business/private sector and were hired by Saint Paul Public Schools as administrators. Also, 100 percent of the Leadership Fellows remained in Saint Paul Public Schools in a very competitive labor market.

Overall, the participants of the Leadership Institute, the area superintendents who supervise principals, and school site councils report the Leadership Institute has made a positive difference in the preparation of new administrators. School leaders who interviewed Leadership Institute participants for principal vacancies (10 sites) reported very high satisfaction with preparation of the candidates. Participants also self-report they are more prepared then they would have been without the Leadership Institute.

Currently, the district is putting in place the following measures to further demonstrate the Leadership Institute's results:

- Examination of student achievement in the schools with new principals
- Annual examination of retention of the administrators
- Staff surveys regarding satisfaction of the principal's performance. The results of the Leadership Institute principals will be compared against other 2nd and 3rd year principals and veteran principals.
- Consistent monitoring of individual school site council's satisfaction

Sustaining, Scaling Up, and Replicating

The Leadership Institute will be sustained as long as there is funding for it. Saint Paul Public Schools is committed to continuing to provide annually the Institute for aspiring principals. However, there are two major challenges: 1) continuing to fund the initiative and 2) being able to definitively correlate the Leadership Institute with increased student achievement.

Saint Paul Public Schools envisions expanding the Leadership Institute to serve not just aspiring and new principals, but current principals and central office staff as well. In order to create systemic change where all building leaders are focused on standards based instruction, every leader – both in the schools and at the district level – must be focused on the same goals. This ensures that all employees share a similar set of leadership skills and work based on a common understanding of the elements of an effective standards-based school system.

Leaders of the Leadership Institute would like to make the Institute a professional development opportunity available nationally to other school districts on a fee basis. Starting in 2002, they plan to offer the Leadership Institute, for a fee, to aspiring administrators from other school districts.

Lessons Learned

- Taking the time to learn from those who have already implemented a similar initiative (i.e. LAUNCH) is helpful because the challenges facing urban districts are more similar than dissimilar. However, the leaders of the Leadership Institute had to remember that every school district, including Saint Paul Public Schools, has a unique culture and understanding it is critical to creating valued and sustained professional development and overall reform efforts.

- Creating the Leadership Institute, which is required for all aspiring principals, was a major culture shift for participants and districts. The challenge was to present the Leadership Institute as an opportunity, not an obstacle. Hiring in the past was closely linked to seniority as an assistant principal. In addition, many participants had to give up their usual income from administering summer school to participate in the Institute. Leaders of the Leadership Institute initiative purposefully selected influential and well-respected principals to be members of the Design Team. These Design Team principals played a critical role in gaining buy-in during the early stages of the Institute by discussing and promoting the merits of the Institute among their peers and employees.

Contact Information

Nancy J. Katzmarek, Ph. D.
Saint Paul Public Schools
360 Colborne St.
St. Paul, MN 55102
Phone: 651-767-8128
Fax: 651-290-8331
Email: nancy.katzmare@spps.org

SOUTHERN MAINE PARTNERSHIP

Purpose and Goals

The Southern Maine Partnership is a school district-university collaborative whose mission is to engage educators in practices that fulfill the promise of public education—ensuring all students equitable futures and choices beyond their K-12 education. It aims to meet both the learning needs of children and the pedagogical needs of educators, while substantively adding to the national conversation about learning and teaching. Its four goals over the next five years are continued development of:

- Skillful and caring leaders as reflective practitioners who demonstrated increase expertise and confidence in the areas of connected curriculums, aligned assessments, research based instructional strategies, and community connectedness;
- Organizational structures and processes to promote and encourage colleagues, students and parents in pursuit of equity for all learners now and in the future.
- Capacity to create public support for policies, practices and resources that promote shared responsibility and accountability to promote equity for all learners
- Quality leaders and new leadership roles that promote and encourage colleagues, students and parents to pursuit of equity for all learners

Auspices, Sponsors, and Partners

The Southern Maine Partnership is a non-profit organization whose members include 34 public school districts and three institutions of higher education (the University of Southern Maine and two community colleges). Members commit to district-wide participation in all SMP activities, including preservice and professional development of teachers; sharing of information, practices and knowledge; connecting SMP opportunities to district work; and distributing SMP communication to staff and, when appropriate, a broader school community audience. Members also commit to contributing financial support to the Partnership and participation in and contribution to grant-funded projects. Membership by a school district gives anyone who works in that district access to Partnership activities.

The Partnership is housed at the University of Southern Maine. Oversight is provided by a superintendent's group consisting of the superintendents of each district. A 12-member Advisory Council made up of superintendents, teachers, principals, and community members sets the strategic direction for SMP projects.

Program Design and Structure

Membership dues and university contributions support a set of "open invitation" networking and professional development opportunities. These include on-going groups for superintendents, curriculum coordinators, and principals, as wells as a variety of one-time, series, and ongoing courses, workshops, and institutes for specific groups (e.g., teachers,

school board members) around areas of common interest. An example is "Dine and Discuss" seminars at which Partnership educators come together, usually around a common reading, to discuss ideas and strategies pertinent to raising student achievement. Information-sharing activities also include dissemination of printed and electronic materials, including newsletters and calendars. These "open invitation" activities evolve in response to member needs and interests.

A second set of activities are grant-funded projects. Current professional development projects include:

- **The Electronic Learning Marketplace (ELM).** Currently in its last year, this project is an interactive web site for exchange of teacher-developed assessments, learning activities, and other resources in support of student achievement towards the standards articulated in the Maine Learning Results, the state's standards and accountability legislation. The web site will continue and expand under a new grant-funded project.

- **Instructional Improvement Through Inquiry and Collaboration (IITIC).** Participants in this classroom-based action research project to improve teacher practice meet in Inquiry Groups on a regular basis to examine, support, and document their efforts. They also participate in classroom observation and coaching with other members of their Inquiry Group.

- **Critical Friends Groups (CFG).** Over 80 voluntary groups exist throughout schools in the Partnership to share teaching practice. Schools sponsor these groups by paying for the training and stipend for a coach to facilitate each group; principals also attend seminars and receive leadership coaching.

- **Learner-Centered Accountability Project (LCA).** The project assists six high schools in developing a public accountability system to accurately assess student achievement and classroom and organizational practices that support student achievement. Ongoing networking meetings and gatherings promote collaborative efforts across all six schools; this is further developed through summer institutes attended by teams of teachers and the principal from each school.

The Partnership also provides applied assistance to schools and others in whole school change and other educational reforms. Examples include coaching schools with Comprehensive School Reform Demonstration grants; assisting high schools with development of the local comprehensive assessment system mandated by the Maine Learning Results and supporting school-based designs to develop the teaching and learning practices that support this achievement; and participating in state education policy committees, tasks forces, and commissions.

History and Development

Under the leadership of Paul Heckman, The Southern Maine Partnership was established in 1985 as an original member of John Goodlad's National Network for Educational Renewal. It has grown from seven members to its present size.

The Partnership has defined four goals for Maine schools attempting to develop practices that fulfill the promise of public education—improve classroom practice, develop quality leadership, further develop equitable organizational design of schools and districts, and develop community connections to create public support—that give direction to its work. Furthermore, it relies on seven research-based theories of change about how educational improvement is achieved that guide its activities.[9] Using these core operating assumptions, its work has evolved in response to emerging issues, concerns, and needs of the members as well as to the demands of the context.

Costs, Resources, and Financing

SMP's budget for FY 2000-2001 totals about $0.9 million. About 7 percent of its current revenue comes from annual member dues ($1,500 for K-12 districts, $750 for K-8 districts), 10% from earned revenue (such as for coaching schools), and 82 percent from philanthropic support (which comes from one large federal grant and a number of smaller foundation grants). In addition, the University of Southern Maine contributes office space, partial release time for the Executive Director, who is a faculty member, some administrative assistance and other overhead services. Individuals pay nominal fees to participate in some activities, such as the Dine and Discuss events.

Results

All grant-funded projects incorporate formal evaluation. The most extensive project evaluation to date was undertaken by RMC Research Corporation and looked at Year 4 of the Electronic Learning Marketplace, SMP's largest grant-funded project. The evaluation addressed ELM's impact on teacher practice and student achievement, among other goals, and found that many teachers were affected by their participation but that strong data did not exist to evaluate the impact on student achievement.

SMP also tries to undertake an annual organizational evaluative activity, such as the "affirmation process" conducted by the Coalition of Essential Schools in 1999, to evaluate its progress against key goals. It also relies heavily on informal observation and feedback from

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[9] SMP's theories of change are: 1) Professional learning communities in which teachers discuss practice, examine and assess student work together, observe each other, and engage in joint planning teaching and evaluation produce higher student achievement for all students; 2) Depth and sustainability of change require initial training, opportunities for practice, and ongoing classroom support and assistance from both internal and external sources; 3) Strong administrative leadership that promotes teacher leadership and focuses the work of the school and district to emphasize on instruction by teachers, leads to higher achievement on the part of students; 4) Appropriate and varied use of technology to access and share resources and tools and to help support professional learning communities will lead to increased student learning; 5) Systemic inquiry at the school and district level and data-based decision making leads to coherence in practice and organizational structures resulting in increased student learning; 6) Increasing awareness, engagement, and participation of the broader school community increases depth and sustainability of educational renewal efforts; and 7) The learning of students is closely related to a technical core of good classroom practice which reduces the achievement gap.

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its members to assess its impact and adjust its activities accordingly.

Sustaining, Scaling Up, and Replicating

Sustaining the Partnership involves undertaking activities that remain faithful to its mission and core principles of continuing to improve teaching and learning in the schools and communities it serves. SMP has a five-year business plan that sets out its key goals and activities in support of those goals. Anticipated areas of new work for the Partnership include using technology to improve communications and learning, and documenting and disseminating the learnings from the Partnership.

Sustainability also depends on finding the funding to support the planned activities. The Partnership's budget is expected to grow to $1.3 million by 2003-2004. The organization has found finding the funding for its core operations, such as staff planning and administration, a challenge. SMP also relies predominantly on limited-term grants for its project funding, and must replace expiring grants with new funding sources and adjust its activities accordingly. The Partnership is moving towards more cost-sharing with its members. This may include raising dues; charging to cover the actual cost of materials for ongoing events, such as the Dine and Discuss series; increasing its fee-for-service work with schools; and charging participants tuition that covers the full cost of participation in new courses that are developed, as well as allows for limited followup. SMP will also seek out new grant opportunities, including statewide funding opportunities.

Lessons Learned

SMP attributes its strength to several factors:

- Its origins and continuation as a voluntary collaboration. The Partnership has maintained a collaborative, respectful approach among its members and continues to support and facilitate work that benefits its members.

- Being clear about its goals and operating assumptions. The theories of change that undergird the Partnership's work provide a sound foundation for its activities, while allowing for flexibility and responsiveness to changing needs.

- The strong interdependent relationship that exists between the school districts and the University. This tie gives school superintendents access to intellectual resources and to policy makers that they would not otherwise have. The University has also been responsive to the districts, such as in its development of a fifth year graduate level teacher certification program, the Extended Teacher Education Program, in response to the Partnership superintendents' dissatisfaction with the caliber of USM's teacher preparation program. However, being part of the University has also sometimes meant being constrained by university policies, such as salary rates that are below market.

Contact Information

Debra R. Smith. Ph.D.
Director of Curriculum, Assessment & Technology
Southern Maine Partnership
University of Southern Maine
College of Education & Human Development
37 College Ave.
Gorham, Maine 04038
Phone: 207-780-5498
Fax: (207) 228-8209
Email: dsmith@usm.maine.edu

SUCCESS FOR ALL

Purpose and Goals

Success for All (SFA) is a comprehensive school reform model that focuses on literacy for elementary school children. The central belief is that all students can learn to read, and the aim is to help students become skilled and enthusiastic readers. SFA is concerned with preventing deficiencies rather than remediating once they have developed; by concentrating on success in reading at early grades, SFA hopes to ensure future academic success in all subjects. While the SFA model focuses on changing literacy instruction, it also incorporates other school design changes. The professional development component provides school faculty and principals with on-going training in the practices and curriculum of SFA.

Auspices, Sponsors, and Partners

Success for All Foundation (SFAF) became a nonprofit organization in 1998 after spending 10 years as part of Johns Hopkins University. Though now separate, SFAF maintains a close relationship with the University. Robert Slavin, co-founder of SFA, remains on the University faculty and the University has a member on the SFAF board of directors.

Schools apply to become a Success for All school. At least 80% of school faculty must support adopting the program. Initially, SFAF forges three-year contracts with schools, which require district approval. However, SFAF intends its relationship with schools to be long-term. Of all contracts established since 1995, SFAF continues to provide services to 90%. SFAF also maintains a relationship with 85% of those schools contracted from 1987 to 1995. The majority of SFAF contracts are with lower-achieving schools that receive Title I funds.

SFAF has key partnerships with several organizations. The University of Memphis provides SFA training in middle southern states. SFAF has also worked with other partners to provide regional training and printing services. SFAF receives approximately $5 million dollar per year in grants from foundations and the US Department of Education, which are used for research and development purposes.

Program Design and Structure

SFA provides a specific school organization, curriculum, teaching materials, and techniques for literacy instruction. SFA has several components critical to the design that all schools must agree to implement. For example, the school day must be organized to have a 90-minute common reading period, and students are grouped according to reading-level ability and assessed every eight weeks to evaluate their progress and to be regrouped as necessary. In addition, schools must establish family support teams, which may include social workers and school counselors as well as teachers, to help families help their children succeed in school.

Staff organization and training are critical to the model. Schools must agree to employ a full-time site facilitator, preferably an experienced staff member. The site facilitator is viewed as the primary change agent and school-based professional development provider. Along with the principal, the site facilitator receives extensive training in the model and is

responsible for facilitating teacher teams (cooperative support teams used for planning and implementation), the family support team, and teachers' student placement decisions. In addition, each school must have a minimum number of reading tutors, depending on the school population, who provide one-on-one assistance to students needing additional help.

All SFA schools are required to provide 26 professional development days in the first year. Included in this time are three days of training before the implementation. Training for tutors, one-on-one reading teachers, and the family support team also occur during the summer. Three two-day follow up visits occur during the school year to reinforce the preschool training and assist with successful implementation. On-site professional development, conducted mainly by the site facilitator, occurs through classroom visits, coaching, and participation in grade-level team meetings. The number of required professional development days decreases in subsequent years. A minimum level of approximately eight days is maintained once the initial three-year implementation phase is complete.

History and Development

Success for All, which began in 1987, was developed from the work of a group of researchers at Johns Hopkins University during the 1970s and 1980s. Instructional techniques in math and reading had been the early focus, but soon the group began to develop curriculum as well. Through the successful implementation of their reading and math initiatives the group began to realize the need to involve the entire school in the reform process. Work began to develop a model cooperative elementary school that would integrate the curriculum and instructional techniques with school organization changes. In the late 1980s pilot schools were established in Baltimore and Philadelphia.

In 1992 SFA was chosen as one of the models to receive support from the New American Schools Development Corporation (NAS). NAS support, which continued through 1997, was used to develop instructional models for the math initiative called Math Wings, and the science and social studies component known as World Lab. Together the math, social studies and science and reading components make up SFAF's Roots & Wings initiative.

Throughout the 1990s more schools began to adopt SFA, as well as the entire Roots & Wings initiative. In 1998, realizing it had outgrown the University structure, SFA separated from the University and became the Success for All Foundation. Currently, 1550 schools across the country have adopted SFA and 150 other schools have adopted all or part of Roots & Wings.

Costs, Resources, and Financing

The current annual budget for SFAF is $65 million. The bulk of SFAF's funding, approximately $60 million, comes from fees paid by contracted schools. The remainder, approximately $5 million, comes from grants to support research and development.

For an average elementary school with 500 students, the cost for contracting with SFA is approximately $80,000 in the first year. This amount covers training and implementation visits, reporting, telephone assistance, materials, and training conference registrations. Year

Two costs between $26,000 and $30,0000, while Year Three costs from $23,000 to $25,000. Costs decrease in subsequent years because fewer training days are required and most materials are purchased in the first year. Actual costs to schools vary because of location. Very rural locations and very urban locations tend to be more expensive. Schools requiring more site visits to assist with implementation may incur additional costs. Individual schools' costs also vary based on the number of tutors needed. The salaries for tutors and the site facilitator's salary are an extra cost to the school beyond the contract cost for training and materials.

An average Title I elementary school has an annual budget of $4 million. The cost of contracting with SFA is thus approximately 2% of the annual budget. Funding to cover the cost of implementing SFA most often comes from redirecting current budget allocations. Many schools utilize Title I funds or other funds (Comprehensive School Reform Demonstration, Reading Excellence, or other federal or state grants) that had previously supported other programs with similar goals.

The most significant financial challenges for SFAF center on raising long-term capital for development and short-term funds to cover its cyclical costs of operation. Because SFAF incurs large costs in the spring, summer and early fall for services such as training, printing, and distributing materials before it sees any revenue from district payments, it has to maintain a continuous line of credit to finance expenditures. In addition, a significant amount of capital is required to continue to recruit and train new trainers, develop materials and strategies, and conduct research and evaluations in order to maintain the quality of SFA.

Results

Success for All has been studied extensively since its inception. Results have shown that students in SFA perform more than three months ahead of comparison students by the end of first grade and more than a year ahead by the end of fifth grade. A study of all Texas schools that adopted SFA revealed substantial gains on the Texas Assessment of Academic Skills (TAAS) over other Texas schools. A study conducted in Memphis found similar results between SFA and control schools. The American Institutes of Research conducted a study of 24 comprehensive school reform models and found SFA as one of three to meet the "highest standards for evidence of positive impacts".[10]

Sustaining, Scaling Up, and Replicating

The Success for All Foundation hopes to continue to increase the number of schools utilizing its methodology and curriculum. SFAF is realizing economies of scale in its expansion. As more schools adopt SFA and all or components of Roots & Wings, the per school cost of providing the materials and training is decreasing.

SFA is also currently expanding its curricular offerings. It is extending its model to

[10] *An Educators' Guide to Schoolwide Reform*, prepared by American Institutes of Research under contract to American Association of School Administrators, American Federation of Teachers, National Association of Elementary School Principals, National Association of Secondary School Principals, and National Education Association, published by Educational Research Service, 1999.

include grades 7 and 8. In response to policy and school demands, SFAF is also developing an early education component called Curiosity Corner and continuing to adapt its materials to support the development of literacy in English language learners. As is part of SFA's foundation and history, it also continues to conduct research on effectiveness and to revise its model as needed.

Lessons Learned

According to SFAF, the success of SFA stems from:

- Research-based instructional practices and curricular models that produce results in student achievement.
- Having experienced and dedicated trainers.
- A growing network of local and national schools cultivated through national and regional conferences that provide technical assistance and emotional support to new SFA schools.

An important choice to become a non-profit rather than a for-profit organization was made in separating from Johns Hopkins University. While it would have made financing easier to become a for-profit corporation, SFAF felt becoming a non-profit was more in line with its philosophy and would allow it to maintain its focus on students rather than investors. It also did not want to face the criticism of attempting to profit from providing public education, or risk losing the support it had garnered from the unions. Being a non-profit also helps ensures that research and development can continue to be funded out of revenues that exceed operating expenditures.

The largest challenges relate to SFAF's ability to keep up with its exponential growth. Since 1989 the number of SFA schools has increased by over 40% each year. SFAF is constantly restructuring to accommodate its enormous growth. For example, it recently established a marketing and outreach department to help it operate more like a business.

Ensuring the continued quality of implementation through training has also been daunting. In order to meet the needs for training and follow up, SFAF has tried to work with regional organizations, including universities, Regional Education Labs, and private companies. With the exception of the University of Memphis, SFA has found through experience that the most effective method of meeting its growth needs is to hire full-time regionally-based trainers. Many regionally-based trainers are effective teachers who have served as site facilitators in successful schools and are willing to travel throughout their region to provide training to new schools. Disadvantages to this method include not having all staff based in a central office and the increased expense of travel to and from the Baltimore headquarters for meetings.

Contact Information

Dr. Robert Slavin
Chairman
Success for All Foundation
Co-Director
Center for Research on Education of Students Placed At-Risk
Johns Hopkins University
200 West Towsontown Boulevard
Baltimore, MD 21204
Phone: 410-616-2310
Fax; 410-324-4440
Email: rslavin@successforall.net

TEXTEAMS: TEXAS TEACHERS EMPOWERED FOR ACHIEVEMENT IN MATHEMATICS AND SCIENCE

Purpose and Goals

TEXTEAMS is a voluntary, comprehensive system of state-sponsored, coordinated professional development for PreK-12 teachers based on the Texas Essential Knowledge and Skills (TEKS) standards, the National Council of Teachers of Mathematics, and the National Science Education Standards from the National Academy of Science. The program promotes the belief that both math and science curriculum should focus on a few activities in great depth. Specific and long-term professional development is conducted to aid teachers in applying their knowledge and skills to day-to-day teaching.

TEXTEAMS provides comprehensive, quality professional development materials for PreK-12 mathematics and science educators to assist in understanding and implementing TEKS and TEKS-based assessments, such as the Texas Assessment of Academic Skills (TAAS). TEXTEAMS also has a Leaders Program that trains teachers using the TEXTEAMS materials and resources. Leaders, or participants of the Leaders Program, are then certified to use the materials to train other teachers in their local community.

Auspices, Sponsors, and Partners

TEXTEAMS is a project of the Texas Statewide Systemic Initiative in Mathematics, Science and Technology that is managed by the Dana Center for Educational Innovation at the University of Texas, Austin, and the Texas Education Agency (TEA). A cooperative agreement with the National Science Foundation, TEA, and the Eisenhower Professional Development Act fund the initiative.

The TEKS for Leaders Program is sponsored by TEA. Partners include Education Service Centers in regions of the State, the State Educator Certification Board to approve programs for service credits, Texas Centers in curricular areas, Texas professional associations in subject areas and mentor school networks.

Program Design and Structure

TEXTEAMS is a combination of instructional materials and a "train the trainers" TEKS for Leaders Program that jointly aim to convey state standards through practical ideas, information, and assistance to every educator in the state.

The TEKS for Leaders Program aims to ensure that all students in Texas have access to the knowledge and skills they are expected to know and learn in four core subject areas: language arts, mathematics, science, and social studies. Programs currently emphasize mathematics and science

The goal of the TEKS for Leaders Program is to build the capacity of education leaders to assist teachers in implementing the state-mandated Texas Essential Knowledge and Skills (TEKS). To this end, TEKS for Leaders provides Texas education leaders with resources and seminars designed to help them and other educators successfully implement TEKS.

The Leaders Program offers training primarily to principals and curriculum leaders in

school districts who, in turn, provide training to colleagues and classroom teachers to help them understand and better prepare their students to meet Texas standards (TEKS) and perform well on TEKS-based assessments, such as TAAS. Criteria for leaders include their experience and current position that facilitates (or mandates) their role in offering professional development to colleagues.

The state program does not attempt to vary its training "curriculum" for each region, district or school. That is the task of the trainers – or participants in the Leaders Program – who complete one or more 2-3 day seminars or the newer 5-day seminars and then present it in their districts. Subject-specific 18-30-hour institutes also are offered for leaders and then by them for teachers in their districts. Leaders set their own fees and schedule for contracted services to districts. They must agree to offer at least one full seminar in the year following training and one every two years thereafter, maintain good or better participant ratings and complete required documentation for their sessions and participants.

Also, a cadre of Master Leaders, who are certified to offer Leaders Program's training sessions to aspiring statewide leaders, assists in further implementing the TEXTEAMS model. Master Leaders must maintain "excellent" ratings, and offer at least three sessions every two years. The state lists leaders and master leaders separately on a roster for district consideration.

TEXTEAMS provides all materials for the leaders. They are reproducible for use in local staff training and are designed for adaptation to classroom use with students. Seminars and units of material are developed by the Dana Center to support essential elements of TEKS, address problems experienced by districts in achieving satisfactory student performance, and strengthen district staff as self-generating agents of renewal and increasing achievement. In addition, a cornucopia of information about TEKS is available in the on-line "Toolkit" that is updated frequently, providing up-to-date information about standards, professional development programs, worldwide web resources, and other materials to help educators meet the needs of all students.

History and Development

The TEKS for Leaders training series was initiated in 1997 under a Texas Education Agency contract with the Charles A. Dana Center's Texas Statewide Systemic Initiative (SSI) to develop services that directly support statewide implementation of the mathematics and science standards. In response, the Texas SSI created the professional development series TEKS for Leaders Program and Algebra for Leaders Program. Both programs help district and school leaders develop a complete understanding of TEKS and strategies to assist teachers in full TEKS implementation. The goal of these two leadership development series was to reach every principal in the state (1042 districts, 7000 schools), who in turn would reach every teacher in the state.

During the first year of TEKS implementation, the TEKS for Leaders Program presented training-of-trainer seminars to over 1,200 school administrators and other education professionals from across the state--including staff from all twenty of the state's regional education service centers. These trained Leaders returned to their regions and districts and

offered on-site seminars for principals, instructional coaches, and other curriculum administrators.

During the second year, education leaders focused on processes that foster a thorough understanding of the new TEKS standards. The number of facilitators grew and the sphere of interest widened to include higher education and those involved in teacher preparation.

Currently, TEXTEAMS is beginning to retire its 2-3 day seminars and is moving toward 5-day institutes. It found that the shorter sessions were insufficient to build understanding for flexible application of materials and techniques aligned with state standards.

In 1999-2000 the program served approximately 20,000 educators, a significant increase over the previous year. More than 6300 were served directly by Dana Center programs (2500 elementary, 2300 middle and 1500 high school), receiving a minimum of 12-30 hours of training, and many receiving 60-120 hours. Seven open enrollment offerings (leaders and other educators) and 8 customized programs for leaders served 1400 participants. Twenty regional service centers supported by the TEA throughout the state received training from the Center and, in turn, provided training to more than 12,400 educators in programs customized to their interests. Then those educators engaged more than 500,000 students. Overall, TEXTEAMS has involved more than 40,000 educators over 5 years

Cost, Resources, and Financing

The Dana Center estimates the cost of developing weeklong TEXTEAMS materials and training sessions at $70-80,000. Delivery of the materials and resources is estimated at about $12,000 for 40 participants, covering the site, meals, materials, and presenters. Fees for 2-3 day seminars in the Leaders Program are $275-325. In some cases—such as in Mathematics this year— federal and state subsidies are covering the development costs and 15-20 percent of cost for each participant. Thus, the fee is $250. In all cases individuals or their districts must cover the costs of time, travel and lodging.

District-run training is usually of length equal to or greater than that received by the Leaders. This is due to time for guiding the adaptation of state frameworks and principles to district and school situations. Districts must cover the costs of training they conduct, including staff and teacher time, required substitutes, duplicating materials (there are no copyright fees), meeting sites, meals, transportation, and other operating expenses. Teacher time outside of school hours is sometimes, but not always, subject to collective bargaining that may require payment or compensatory time. Also, schools pay the cost of adapting the TEXTEAM materials for individual classroom use.

Results

The state does not connect TEXTEAMS directly with student achievement, tests of teacher knowledge or performance, or standards for districts. The program is voluntary. Quality of The TEKS for Leaders Program and TEXTEAM materials is assessed by program participants and by the reaction and investment of districts. Program delivery at the local level is a local responsibility, and both content and methods vary according to local interests, conditions, and preferences. Use of TEXTEAMS materials is optional, but there are indications they are

widely used.

The Dana Center associates itself with the rise in math and science test scores in the state. While the connection is not direct, the staff observe that other areas of the curriculum, such as reading, that do not have their system of professional development, do not have the same experience with the TAAS scores.

Another inferential evaluation is that 900 individuals have qualified as leaders and many hundreds have passed the test of receiving good or better ratings from seminar participants. Also, a positive evaluation can be inferred from districts continuing to invest in the fees, staff time, and related expenses involved in the program.

Sustaining, Scaling Up, and Replicating

TEXTEAMS reinforces the state standards and assessment system. In turn, those mandates generate motivation for educators to choose the program among a range (in kind, quality, cost, and sponsorship) available across the state. Funds and demand limit the growth, but the design is highly elastic and scalable. With close to 1,000 Leaders and more on the way, the program can respond to demand. The location of Leaders, however, is an issue, as some remote areas and depressed school districts do not have their own Leaders employed within the district.

Sustaining the gains made in staff capacity will require renewal activities. Dana Center staff feels that as long as federal and state funds include—or are targeted to—professional development there will be financial support for the program. Also, as long as there is a focus on standards and assessments, there will be programmatic support.

Lessons Learned

Professional development is essential if new standards, aligned assessments, and coordinated curricula and materials are to be implemented with equal quality across the state. The commonality of these factors must be blended with the uncommon factors of each community, district, school, classroom, teacher and student. It is a challenge to prepare educators far from the central decision makers to be able to fill out the school day in ways that respect students' "present" while offering them fair opportunity to move toward both common standards and their individual futures. Thus, TEXTEAMS' strategy of common training for trainers from many distinctive places who return to those places and adapt the means to the common state-mandated ends has strengths of local "fit" and rapid multiplication of "reach." However, with this model, issues of quality control against central standards have challenged the Dana Center – local districts may do just fine exercising quality control as they understand it but not always when compared to other districts.

Also, through TEXTEAMS leaders are recognizing that principals, not just teachers, need to understand the standards, but not just in one or another subject area. They need to understand the system of standards assessment, and how to examine their organization, practices and personnel in light of them. It is important to create a culture of improvement, of self-examination, of reflecting the local in the mirror of the state and nation. The strategy requires substantial local investment.

Other factors important to the progress of TEXTEAMS are:

- Wide public interest whetted by data about school performance and extensive media attention, as well as political pressure on the schools to "do something" and to show results;
- Clear standards and systematic connections of materials, online resources, locally-responsive training and training aligned with state policy;
- Quality control through centrally trained leaders and materials that are disseminated, and participant surveys.

Contact Information

Ms. Laurie Mathis
Project Director—Professional Development
TEXTEAMS
Charles A. Dana Center
2901 N. IH-35, Suite 2.200
Austin, TX 78722

APPENDIX A: PROFESSIONAL DEVELOPMENT INITIATIVE PROFILE DATA COLLECTION/INTERVIEW PROTOCOL

Purpose, Goals

Q: What is the primary purpose of the initiative?

Q: What is the target population for the professional development?

- Examples: pre-service training, new teachers, in-service training, teachers/principals/superintendents, any other defining category

Q: What goals is the initiative intended to help achieve?

Q: Is your work aligned with reform or change efforts in a district or school?

- If so, what are these efforts and how did your program become involved with them?

Q: How do the capacities you are trying to build relate to what else is taking place in the district/school?

Auspices/Sponsors/Partners

Q: Who is/are the key sponsor(s) or partner(s) in this initiative? What are their respective roles?

- Who authorizes the initiative?
- Who designs it?
- Who operates it?
  Who funds it?
- Who has budgetary control over it?
- other partners

Program Design/Structure

Q: Please describe the current elements or activities of the initiative.

Q: How are they implemented? Where do activities take place?

Q: What is the scope of current activities?

- For example:
  - How many teachers, students, etc. are participating?
  - What are the geographic boundaries of the initiative?
  - How many sites (schools, districts, states, etc.) are involved?

Q: Is the initiative modeled after another initiative? If yes, which one?

- How is this initiative similar to the model?
- How is it different?

History/Development

Q: Why was the initiative undertaken? Who and what inspired its creation? When was this?

Q: How and why did the various players get involved?

Q: Why is the initiative designed as it is? Or why did it evolve as it did?

Q: Is the initiative formalized in contracts, legislation, budget documents, or other ways?

Q: When did the initiative officially begin implementation?

Costs, Resources, and Financing

Q: How do you measure and track the costs of the initiative?

- What elements of cost are included in your cost calculations? Which are not (e.g., planning, donated time or space)
- What budget or expenditure tracking tools are being used to allocate or measure costs?
- What is the total cost of the initiative? How has this cost varied over time? Can you distinguish change costs from the costs of a new program? What is the per-unit cost (how is this defined)?
- How is cost information reported? To whom?

Q: What sources of funding are being used to pay for the initiative? How much is contributed by each source? (Ask for $ or percentages--indicate if this is estimated or actual)

- What specific functions or activities does each source of funds pay for?
- What important conditions/requirements/considerations are attached to each source of funding?
- Are the funds ongoing or time-limited?
- How have the funding sources and amounts (or percentages) changed over time?
- What in-kind support does your initiative receive and from whom?

Q: Who (individuals or institutions) makes decisions about financing for the initiative? How are these decisions made?

- Financial planning decisions (e.g., how much money is needed, where it will come from, how it is allocated)
- Decisions on the deployment of financial resources (how they are actually used)
- What is the relationship among players (e.g., district and schools) in these financing decisions?

Q: What challenges have arisen regarding financing the initiative? How have these challenges been overcome?

Results

Q: What results are associated with the initiative? What do they show?

- Direct (e.g., student achievement) vs. indirect results (e.g., teachers feel better prepared)
- How do these results relate to those you set out to achieve?

Q: How are results tracked? What measures are used?

- Include formal and informal tracking

Sustaining/Scaling Up/Replicating

Q: What plans does your initiative have to continue into the future? What do you want to sustain? What will it take?

- What are the major challenges you face? How are you planning to deal with these challenges?
- What adjustments are being made/will be made in the future—in terms of programs or budgets? Do you think sustaining will cost the same, more, or less than starting up? Why?

Q: Are there/were there plans to expand the initiative? What did this/will this take to be successful?

- What do you expect to be the unit costs of expanding the initiative? Will it be proportional, more, or less than initial costs?

Q: Has your model been replicated? What do you believe are the essential elements and conditions for replication?

- What factors would affect costs for replication?

Lessons Learned

Q: What factors and conditions do you believe have contributed to the initiative's success?

- Program factors
- Financing factors (e.g., flexibility of funding, requirements that ensured funding, etc.)

Q: What were the major challenges to establishing the initiative? How did you overcome these challenges?

- Program challenges
- Financing challenges

Q: If you were starting over, what would you do differently today?

Q: What advice would you give someone embarking on a similar initiative?

Contact Information

List preferably one and no more than two contacts. Order the information as follows:

[Name]
[Address]
Phone: (XXX) xxx-xxxx
Fax: (XXX) xxx-xxxx
Email: [address]
Web site: [address]

ADVISORY GROUP TO THE COLLABORATIVE RESEARCH AND DEVELOPMENT INITIATIVE ON FINANCING PROFESSIONAL DEVELOPMENT IN EDUCATION (AS OF JUNE 2001)

Jack Jennings (Chair), Director, Center on Education Policy

Anthony Alvarado, Chief Education Officer, San Diego City Schools

Barnett Berry, Executive Director, Southeast Center for Teacher Quality, University of North Carolina-Chapel Hill

Carl Cohn, Superintendent, Long Beach Unified School District

Denis Doyle, Chief Academic Officer, SchoolNet

Roger Erskine, Institute for K-12 Leadership, University of Washington

Patricia A. Harvey, Superintendent, Saint Paul Public Schools

Thomas Hehir, Lecturer on Education, Harvard Graduate School of Education

Sonia Hernandez, President, LAAMP/LEARN Regional School Reform Alliance

Deborah McGriff, President, Edison Teachers Colleges

David H. Monk, Dean, College of Education, Pennsylvania State University

Tom Mooney, President, Ohio Federation of Teachers

Susanna Navarro, Executive Director, El Paso Collaborative for Academic Excellence, University of Texas at El Paso

Howard (Pete) Rawlings, Member, Maryland House of Delegates

Suellen Read, Superintendent of Public Instruction, State of Indiana

Randy Ross, Vice President, Los Angeles Annenberg Project

Colleen Seremet, Assistant Superintendent, Dorchester County Schools

Phillip (Uri) Treisman, Director, The Charles A. Dana Center for Mathematics and Science Education, University of Texas-Austin

ABOUT THE FINANCE PROJECT

The Finance Project is a non-profit policy research, technical assistance and information organization created to help improve outcomes for children, families, and communities nationwide. Its mission is to support decision making that produces and sustains good results by developing and disseminating information, knowledge, tools and technical assistance for improved policies, programs, and financing strategies. The Finance Project's work is concentrated in several areas:

- **Financing issues and strategies** related to education, family and children's services, and community building and development;
- **Results-based decision-making**, including planning, budgeting, management, and accountability;
- **Community supports and services** that reach across categorical boundaries and the public- and private-sectors to effectively link health care, education, family support, income security, and economic development;
- **Improved governance and collaborative decision making**;
- Planning and implementation of **comprehensive welfare and workforce development reforms**; and
- Development of **Internet-based capacities** for sharing critical information on the design and implementation of effective policies and programs.

Established in 1994, The Finance Project is a valuable intellectual and technical resource to policy makers, program developers and community leaders, including state and local officials, foundation executives, academic researchers, service providers and advocates who:

- **Seek creative ideas** for policies, programs and system reforms and effective policy tools to implement them;
- **Need information about what is occurring elsewhere**, how it is working and why; and
- **Want practical, hands-on assistance** to advance their reform agendas.

The Finance Project's products and services span a broad continuum from general foundation knowledge about issues and strategies to customized resources and intensive, hands-on technical assistance. They encompass efforts to cumulate knowledge and build the field over time as well as time-sensitive projects to address immediate challenges and opportunities, including:

- **Knowledge development** — gathering, assembling and analyzing data from numerous sources to advance theory and practice.

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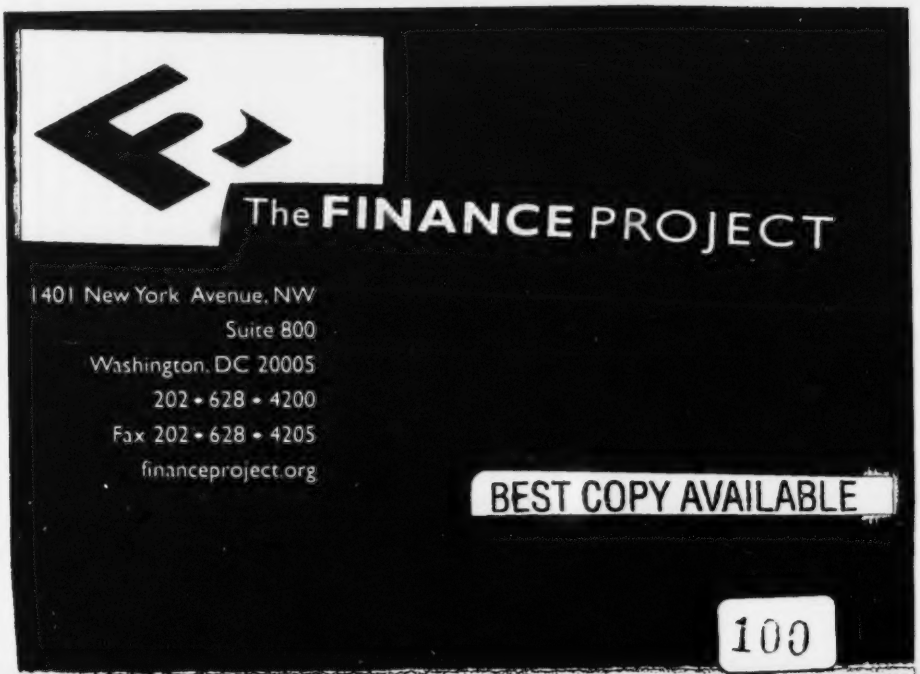
- **Policy tool development** — developing tools and other "how to" materials to support the implementation of promising policies, practices and systems reforms, including financing strategies.
- **Information brokering** — organizing and presenting research findings, technical assistance tools and information about the implementation and impact of promising policies, programs and practices.
- **Technical assistance** — providing and coordinating direct assistance to state and local decision makers on the design and implementation of policy, program and system reforms.
- **Program management** — helping foundation executives manage large, multi-site initiatives by providing and brokering technical assistance to the sites, monitoring their progress and serving as liaison between the sites and the foundations.

This work is supported by national and regional foundations, federal and state agencies, and community-based organizations.


The FINANCE PROJECT
1401 New York Avenue, NW
Suite 800
Washington, DC 20005
202 • 628 • 4200
Fax 202 • 628 • 4205
financeproject.org
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